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ABSTRACT

A study of duplications in public skill training programs in twenty American cities resulted in a two-volume report. Volume One (ED 068 706) summarized and drew conclusions from the individual city reports contained in Volume Two. "Skill training" is used to mean all programs whose major purpose is the imparting of marketable skills to enrollees preparing for their first skilled positions in the world of work. The cities studied in this regard are: Allentown, Pa.; Birmingham, Ala.; Boston, Mass.; Charlotte, N.C.; Chicago, Ill.; Denver, Colo.; Detroit, Mich.; Fort Worth, Tex.; Hartford, Conn.; Jacksonville, Fla.; Kansas City, Mo.; Los Angeles, Calif.; Memphis, Tenn.; New Orleans, La.; Portland, Ore.; Rochester, N.Y.; Sacramento, Calif.; Toledo, Ohio; Washington, D.C.; and Wilmington, Del. The narrative section for each city discusses occupational education, occupational offerings (selected services and student characteristics), overlap, duplications, and gaps, (programs compared with the local labor market needs and with population groups), and management, administration, and coordination. It concludes with a summary. Data tables accompany each city's report. (AG)

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JULY 1972

A STUDY OF DUPLICATION, GAPS AND COORDINATION OF PUBLICLY FUNDED SKILL TRAINING PROGRAMS IN 20 CITIES

VOLUME II

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Section I

ALLENTOWN

I. Introduction

Allentown, located in the Lehigh Valley area of Pennsylvania, is immediately adjacent to the cities of Bethlehem and Easton. After Philadelphia and Pittsburgh, this area encompasses the third largest concentration of population in the state.

The economy of Allentown is divided almost equally between manufacturing and non-manufacturing industries. While manufacturing has been decreasing slightly, (mainly in the apparel and fabricated metals area), construction, finance, insurance and real estate, government and the service areas have all been showing gains. Unemployment in the area has been extremely low.

The 1970 population of Allentown was 109,527, of which 1,980 persons or less than 2 percent were Black and 741 or less than one percent were Spanish surname. Slightly more than 6 percent of the families in Allentown were living below the poverty level.

II. Occupational Education in Allentown

The Allentown area has a new Area Vocational School which provides skill training at the secondary level. Office programs and distributive education are also offered in the city schools. The area school is located outside of the city and serves nine school districts including Allentown. The only pre-requisite for admission to the school is the recommendation of a high school counselor. During Fiscal Year 1971 the area school enrolled 667 students from Allentown. Students are bussed from their home schools to the area school for vocational programs. During FY 1971 the school operate three sessions a day to accomodate the number of students wanting to enroll in programs.

Located next door to the area school is the Lehigh County Community College which provides postsecondary skill training for Allentown During FY 1971 the college enrolled approximately 489 students from the city. The community college had an "open door" policy as far as admissions were concerned, requiring only that a student be over 21 or present a high school or General Equivalency Diploma (GED). Both the area school and the community college had outstanding facilities. Allentown had a Manpower Development Training Act (MDTA) program, a Neighborhood Youth Corp II (NYC II) program which unlike most other NYC II programs did not provide any skill training and state-funded program know as 2508.3 after the section of the public school code which provided the funds. There was also a small Jobs Optional Program (JOP) and a small National Alliance of Business. Jobs Opportunities in the Business Sector program (NAB-JOBS). The area school conducted the adult vocational program which enrolled 319 persons during FY 1971.

TABLE A

NUMBER OF STUDENTS ENROLLED IN SKILL TRAINING IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS

ALLENTOWN

Institution/Agency	Number Enrolled from City	Number from City in Skill Training
Allentown Public Schools	4,252	428
Lehigh County Area Voc. School	667	667
Lehigh County Community College	489	489
Manpower Development Training Act	39	39
Concentrated Employment Program	0	0
Work Incentive Program	0	0
Neighborhood Youth Corps II	10	0
2508.3 (State Funded Program)	66	66
Jobs Optional Program	2	2
National Alliance of Businessmen Job Opportunities in the Business Sector	6	6
Lehigh County Area Vocational School-Adult	319	319

Occupational Offerings

While the regular high schools offered only four vocational programs (see Table 2), the area vocational school offered 24 different occupational programs. Only distributive education was offered by both the area school and the regular high schools. Altogether there were 27 different course offerings available to high school students.

The largest enrollments were in secretarial, general clerical, auto mechanics, electricity, electronics and pipe trades. General clerical programs enrolled about 9 percent of those in secondary programs, with the others enrolling from 6 to 8 percent.

Postsecondary programs were offered in 19 areas with the largest number (337 or 28 percent) in business management and administration. Law enforcement enrolled 146 or 12 percent and data processing 105 or 9 percent of the postsecondary enrollment.

As the Federal manpower programs were so small, their training was limited to four areas, with most of the enrollments in power sewing (120 trainees) and tractor trailer driving (96 trainees). It is important to note that additional programs and training were available in nearby Easton and Bethlehem. The relative distribution of occupational enrollments among the seven major vocational technical areas is shown in appendix table 4A.

Selected Services

Ancillary services offered by the area vocational school were not very extensive, primarily because students were supposed to receive these services at their home schools. This caused some problems in that the director of the area school had very little impact on the counseling and orientation of students prior to enrollment in the area school. The community college had a wide array of supportive services. These included financial aids, counseling vocational guidance, remedial education and job development and placement. The college actively recruited disadvantaged and minority students.

Ancillary services for the Federal manpower programs were fairly limited compared to those offered in other cities. Most services for these programs were provided by the Employment Service (known as Human Resources Development). The particular services offered by each agency are shown in Appendix Table 5.

Characteristics of Students

The enrollment of minorities in occupational programs in the high schools is almost the same as their representation in the general population (about 2 percent). On the other hand, the area school and the community college enrolled almost twice the percentage (5 percent and 6 percent respectively) of minorities in the population. The only Federal manpower program with any significant number of enrollees in skill training was MDTA which reported that 11 percent of its enrollees were Black and 11 percent Spanish surname. Of the on-the-job training programs, JOP reported that all of its enrollees were white and NAB-JOBS reported all of its were Black.

The area school and the community college enrolled mostly males (65 percent and 75 percent respectively). However, the distributive education and office programs run by the city high schools reported that 85 percent of their enrollment was female. MDTA enrolled only males, and NAB-JOBS only females. The state funded 2508.3 program was 99 percent female, and NYC II was 67 percent male and 33 percent female.

Regarding educational characteristics of enrollees, the programs in Allentown ranked somewhat higher than most cities. The JOP reported that all of its enrollees had completed high school while the NAB-JOBS program reported that two-thirds of its enrollees were high school graduates. MDTA reported that 50 percent of its enrollees had completed high school with ten being the average grade completed. NYC II reported that the average grade completed by its enrollees was nine.

Although Lehigh County Community College did not require a high school diploma for admission administrators estimated that 97 percent of its students had completed high school.

III. Overlap, Duplications and Gaps

Only four programs were offered by more than one institution in Allentown. These were secretarial, data processing, auto body and auto mechanics with a combined total of 502 persons or 15 percent of the total occupational enrollment. The auto body and auto mechanics enrollees in Federal manpower programs were actually trained at the area school so this is not really an overlap. In fact all of the training for Federal manpower programs is provided by the community college or the area school.

The only two programs were training is actually provided by more than one institution is secretarial with an enrollment of 157, and data processing with an enrollment of 47. Both of these programs were offered by the high schools and Lehigh County Community College. Together they account for only 9.1 percent of the total occupational enrollment.

Programs Compared with the Local Labor Market

When program offerings were compared to lists of shortage occupations, we found that 1353 students or 40.4 percent of the total enrollment in skill training were in programs in shortage areas. B-2 below lists the programs and their enrollments.

Table B-2

NUMBER AND PERCENT OF STUDENTS ENROLLED IN TRAINING FOR OCCUPATIONS FOR WHICH THERE IS A SHORTGAGE OF WORKERS

ALLENTOWN

Skill Training Programs	Number of Students Enrolled	Percent of Total Number of Students Enrolled in Skill Training Programs
Accounting	56	1.7
General Clerical	163	4.9
Horticulture	40	1.2
Distributive Education	109	3.2
Credit Management	8	.2
Food Services & Management	32	1.0
Licensed Practical Nurse	58	1.7
Secretarial	157	4.7
Bookkeeping	91	2.7
Auto Mechanics	139	4.1
Carpentry	44	1.3
Machines Shop	69	2.1
Restaurant Practices	47	1.4
Welding	40	1.2
Cosmetology	84	2.5
Tractor Trailer Driver	96	2.9
Power Sewing	120	3.6
Total	1353	40.4

The Bureau of Employment Security does not publish a list of surplus occupations, but from information in the Annual Manpower Report, it was possible to identify the occupations of the unemployed. At least 32 percent of the unemployed were last engaged in bench work or sewing related occupations. When compared to the continuous shortage of sewing machine operators and related occupations, there appears to be an incongruity in these occupations showing up as shortages, while large numbers in the same occupation are unemployed. The very low prevailing wage and unappealing nature of the work appear to contribute to this situation. Unionization may also be a factor.

For some occupations such as carpentry and licensed practical nursing, there seems to a continuing demand while relatively small numbers of persons are being trained in these areas.

All the programs surveyed in the city reported more applicants than they could serve. This problem was especially critical at the area vocational school.

Programs Compared with Population Groups

20.5 percent of young people from 16-18 were enrolled in skill training in Allentown during FY 1972 and almost the same percentage of whites, 16-18 were enrolled. However, 42.1 percent of Black youths in this age group were enrolled. From another aspect, 19.1 percent of the males and 21.8 percent of the females in this age group were enrolled in occupational programs.

Table C

COMPARISON OF POPULATION GROUPS IN CITY WITH NUMBERS OF THESE GROUPS IN SKILL TRAINING

Allentown

Population Group		Total Number in City	Number of Students Enrolled in Skill Training Programs	Percent Enrolled
Age	Race/Sex			
16-18				
	Total	5,345	1,095	20.5
	White	5,240	1,055	20.1
	Black	95	40	42.1
	Male	2,602	498	19.1
	Female	2,743	597	21.8
19-44				
	Total	34,505	594	1.7
	White	33,637	572	1.7
	Black	726	22	3.0
	Male	16,204	407	2.5
	Female	18,301	187	1.0

Note: In each age group the total of Blacks and whites may be somewhat less than the grand total. This difference represents the number of persons of other races, i.e. American Indian, Oriental residing in the city. Total of whites include persons of Spanish surname.

In the 19-44 age group, we find that only 1.7 percent were enrolled in skill training programs. Another one percent (327) were enrolled in on-the-job training, adult and apprenticeship programs.

When comparing participation by racial groups, we find that of the 19-44 age group, 1.7 of the whites and 3 percent of the Blacks were enrolled However, it appears that programs at this level are heavily slanted toward males as only one percent of the females and 2.5 percent of the males were enrolled.

Most of the Federal Manpower administration including the Manpower Area Planning Council (MAPC) secretary feel that the disadvantaged are not well served in Allentown. Even if programs and slots were available, the primary training resources, the area school and the community college, are located ten miles out of the city and transportation would be a problem. Even though there are programs available in neighboring communities and counties, most of those in Allentown who might benefit from these programs, find it impossible to get to them.

While the supportive services currently available at most of the institutions are satisfactory for their present enrollments, program administrators indicated that additional ancillary services such as improved counseling programs, increased financial aid, and more remedial education would be necessary if they were to serve greater numbers of the disadvantaged in the community.

IV. Management, Administration and Coordination

There appeared to be a great deal of coordination between the area vocational school and the community college. One factor was that they were actually located next door to each other. Another factor was that the Dean of Occupational Education at the Community College was a former director of the area school. There seemed to be little or no coordination between these institutions and the directors of the programs remaining in the city high schools. However, there were extensive contacts between the area school director and the prinicipals of the feeder schools on matters of scheduling and transportation. Because the schools are providing the training for Federal Manpower programs the director of the area school and the Dean of the Community College were well acquainted with the Department of Labor programs. The Dean has served for two years as Chairman of Cooperative Area Manpower Planning System and is currently serving on the State Advisory Council for Vocational Education.

Most of the administrators felt that MAPC was making a contribution to communication and coordination in occupational training. The fact that the city is small and most of the program administrators are on the committee or council, as it is now called, and know each other personally has contributed to this success. Many of the administrators we interviewed were working for a skills center for the city of Allentown.

V. Summary

The Federal Manpower programs and facilities in Allentown ranked among the best in the 20 cities survey. NPA staff members were most impressed with the local administrators that we interviewed. They reported as some of their major problems, the securing and training of staff, additional resources to serve more students, especially the disadvantaged, and better labor market and demographic data to keep their programs on target. One administrator pointed out the need to be more realistic about where kids are going and help them set more realistic goals. Another mentioned a need for help in designing and improving curriculum.

Several of the administrators felt that state and federal authorities needed to consult with local officials more frequently regarding program and resource needs.

Table 1

Allentown

TOTAL NUMBER OF STUDENTS ENROLLED AND TOTAL NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL TRAINING IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS

INSTITUTION/AGENCY	TOTAL ENROLLED	NUMBER ENROLLED FROM CITY	NUMBER IN OCCUPATIONAL TRAINING (1)	NUMBER FROM CITY IN OCCUPATIONAL TRAINING
Allentown Public Schools	4,252	4,252	428	428
Lehigh County Area Vocational School (Day)	1,482	667	1,482	667
Lehigh County Community College - Postsecondary	1,635	489	1,223	489
Manpower Development Training Act-Institutional	138	39	138	39
Neighborhood Youth Corps	35	10	0	0
Jobs Optional Program	2	2	2	2
National Alliance of Businessmen - Job Opportunities in the Business Sector	6	6	6	6
2508.3 (State Funded Program)	120	66	120	66
Lehigh County Area Vocational School - Adult	581	319	581	319

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1) Forty-two Department of Labor enrollees who were trained at Lehigh County Area Vocational School are included in the enrollments of both the Area Vocational School and the respective Department of Labor programs.

Table 2

. Allentown

OCCUPATIONAL OFFERINGS IN PUBLIC INSTITUTIONS BY TYPE AND ENROLLMENT

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Allentown Public Schools	
Distributive Education	62
Secretarial	112
Bookkeeping	91
General Clerical	163
TOTAL	428
Lehigh Area Vocational School	
Agriculture	33
Automobile Body	59
Automobile Mechanics	139
Building Maintenance	42
Cabinetmaking	38
Carpentry	44
Commercial Art	38
Data Processing	42
Distributive Education	47
Drafting	83
Electricity	123
Electronics	112
Fashion Industry	43
Health Assistance	42
Horticulture	40
Machine Shop	69
Pipe Trades	126
Printing	72
Restaurant Practices	47
Sheet Metal	37
Travel Trades	42
Warehousing	40
Welding	40
Cosmetology	84
TOTAL	1,482
Lehigh Area Vocational School - Adult	
Automobile Mechanic	34
Automobile Body	17
Oil Burner Repair	15
Food Production Service	7
Masonry Tile Setting	11

Table 2
(Continued)

Allentown

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Lehigh Area Vocational School - Adult (Cont'd)	
Clothing Textiles	15
Data Processing	12
Electronics Communication	11
Drafting	7
Welding and Cutting	70
Cabinetmaking and Millwork	31
Electrical Occupations	61
Machine Shop	26
Plumbing and Pipe Fitting	78
Electrical Construction	35
Carpentry	17
Air Conditioning/Refrigeration	46
Blueprint Reading	38
Horticulture	21
Appliance Repair	17
Foods, Nutrition	12
TOTAL	581
Lehigh County Community College	
Accounting	56
Business Management and Administration	337
Business	4
Credit Management	8
Secretarial Science	45
Retail Management	37
Apparel Management	25
Chemical Technology	23
Civil and Construction Technology	36
Data Processing	105
Dental Assistant	22
Electronics Technology	96
Food Services Management	32
Mechanical Technology	96
Medical Assistant	23
Occupational Therapy Assistant	14
Physical Therapy Assistant	60
Law Enforcement and Correction	146
Practical Nursing	58
TOTAL	1,223

Table 3

Allentown

OCCUPATIONAL OFFERINGS IN FEDERAL MANPOWER OR EDUCATIONAL PROGRAMS. BY TYPE, ENROLLMENT, AND AGENCY PROVIDING TRAINING

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED	AGENCY PROVIDING TRAINING
Manpower Development and Training Act Institutional Training		
Tractor Trailer	96	Lehigh Area Vocational School
Automobile Body	21	Lehigh Area Vocational School
Automobile Mechanic	21	Lehigh Area Vocational School
TOTAL	138	
2508.3 (State Funded Program)		
Power	120	Lehigh Area Vocational School

Table 4

Allentown

SUMMARY OF OCCUPATIONAL OFFERINGS AND NUMBER OF STUDENTS SERVED BY SECONDARY, POSTSECONDARY, AND DEPARTMENT OF LABOR PROGRAMS

OCCUPATIONAL OFFERINGS	TOTAL	HIGH SCHOOL	POSTSECONDARY	DEPARTMENT OF LABOR
Agriculture	33	33		
Horticulture	40	40		
Distributive Education	109	109		
Travel Trades	42	42		
Credit Management	8		8	
Retail Management	37		37	
Apparel Management	25		25	
Food Services and Management	32		32	
Dental Assistant	22		22	
Medical Assistant	23		23	
Physical Therapy Assistant	60		60	
Licensed Practical Nurse	58		58	
Occupational Therapy Assistant	14		14	
Secretarial	157	112	45	
Bookkeeping	91	91		
General Clerical	163	163		
Accounting	56		56	
Business Management and Administration	337		337	
Business	4		4	
Data Processing	147	42	105	
Chemical Technology	23		23	
Civil and Construction Technology	36		36	
Electronics Technology	96		96	
Mechanical Technology	96		96	
Law Enforcement	146		146	
Automobile Body	59	59		
Automobile Mechanic	139	139		
Building Maintenance	42	42		
Cabinetmaking	38	38		
Carpentry	44	44		
Commercial Art	38	38		
Drafting	83	83		
Electricity	123	123		
Electronics	112	112		
Fashion Industry	43	43		
Health Aide	42	42		
Machine Shop	69	69		
Pipe Trades	126	126		
Printing	72	72		
Restaurant Practices	47	47		
Sheet Metal	37	37		
Warehousing	40	40		
Welding	40	40		

Table 4
(Continued)

Allentown

OCCUPATIONAL OFFERINGS	TOTAL	HIGH SCHOOL	POSTSECONDARY	DEPARTMENT OF LABOR
Cosmetology	84	84		
Tractor Trailer	96			96
Power Sewing	120			120
TOTAL	3,349	1,910	1,223	216*

*This total does not include 42 enrollees in Department of Labor programs who were trained at and reported by the Area Vocational School.

Table 4A

Allentown

DISTRIBUTION OF OCCUPATIONAL ENROLLMENTS BY LEVEL AND AREA

AREA	LEVEL		
	SECONDARY	POSTSECONARY	DEPARTMENT OF LABOR
Agriculture	3.8%	---%	---%
Distributive Education	7.9	8.3	---
Health	---	14.5	---
Home Economic (Gainful)	---	---	---
Business & Office	21.4	44.7	---
Technical Education	---	32.5==	---
Travel & Industry	66.9	---	100%
TOTAL	100%	100%	100%

CITY Allentown

TABLE 5

SUMMARY OF SELECTED SERVICES AVAILABLE BY PROGRAM

AGENCY/INSTITUTION	VOCATIONAL GUIDANCE	COUNSELING	ADULT BASIC EDUCATION AND REMEDIAL EDUCATION	ENGLISH AS A SECOND LANGUAGE	LEGAL AID	CHILD DAY CARE	TRANSPORTATION	HEALTH SERVICES	JOB DEVELOPMENT AND PLACEMENT
Allentown Public Schools		I					I		I
Lehigh County Area Vocational	I	I					I		I
Lehigh County Community College	I	I	I	I	X	X			I
MDTA Institutional	I	I	I	I			I		I
NYC II	I	I	I	X	X	X		I	I
JOP	I	I							I
NAB-JOBS	I	I	I		X		I(1)	I	I
250813 (2)		I					I		I

I = Provided by Program
X = Available by Referral

* Insufficient Information

[illegible] Transportation is provided only for the first [illegible] days.

[illegible] This program was largely funded by the state w[illegible] training given at various institutions and ag[illegible]s. It

Table 6

Allentown

PROGRAM ENROLLMENTS BY OFFERING AGENCY AND POPULATION GROUPS SERVED

INSTITUTION/AGENCY	TOTAL	BLACK	WHITE	SPANISH SURNAME	OTHER
Allentown Public Schools	100%	1.5%	98%	.4%	.1%
Male	15%				
Female	85%				
Lehigh County Area Vocational School	100	5.0	95		
Male	65				
Female	35				
Lehigh County Community College	100	3.0	94	3.0	
Male	75				
Female	25				
Manpower Development and Training Act-Institutional	100	11.0	78	11.0	
Male	100				
Female	0				
Neighborhood Youth Corps II	100				
Male	67				
Female	33				
Jobs Optional Program	100		100		
Male	100				
Female	0				
National Alliance of Businessmen-Job Opportunities in the Business Sector	100	100.0			
Male	0				
Female	100				
2508.3 - Adult	100	5.0	90	5.0	
Male	1				
Female	99				

Table 7

Allentown

NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL
OFFERINGS PROVIDED BY MORE THAN ONE AGENCY

OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ON AGENCY	NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY	PERCENTAGE OF TOTAL NUMBER OF STUDENTS ENROLLED IN ALL OCCUPATIONAL PROGRA
Secretarial	157	4.70%
Data Processing	147	4.38
TOTAL	304	9.08%

Section 2

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BIRMINGHAM

I. Introduction

Birmingham is the largest city in Alabama with a population of 300,910 according to the 1970 Census, and includes the counties of Jefferson, Walker, and Shelby in the Standard Metropolitan Statistical Area (SMSA) with a total population of 739,274. During the past decade, the population increased 2.5 percent, well below the national growth rate, and reflected also the flight to the suburbs. The out-migration of educated youth with easily marketable skills was particularly significant. The unemployment rate in August, 1970 was 4.2 percent and had risen to 5.4 percent a year later. However, unemployment in the target areas where most manpower trainees reside, reached 8.2 percent. The decline in employment was felt chiefly in primary metals industries, blast furnaces and steel works, service trades, and government. Additional layoffs were caused by the closing of plants that manufactured stone, glass, clay, chemicals, and petroleum products. Nevertheless, certain jobs remained unfilled; some declined by applicants because wages were too low or working conditions unfavorable. For others, applicants were rejected because they were unqualified. Among the hard-to-fill openings were jobs for secretaries, short order cooks, key punch operators, waitresses, carpenters, painters, applicance servicemen, and tractor-trailer truck drivers.

While steel production and manufacturing comprise the largest industrial segment, absorbing almost half of the labor force, other economic activity is diverse and includes government, banking, insurance, transportation, service, and trade. Another employment source is the rapidly growing medical center under the auspices of the University of Alabama in Birmingham, which is expected, whem fully developed, to become one of the leading medical centers of the land.

Birmingham's economy is not affected significantly by seasonal influences. Seasonal demands employ from 1,500 to 2,000 temporary construction workers and between 2,000 and 3,000 sales people during the Christmas shopping period. There is usually a slight increase in unemployment in June as school youth and recent graduates apply for summer or permanent work.

Only 0.7 percent of the residents are foreign born and two percent are of foreign of mixed parentage. Forty-three percent of the population is Black, nine-tenths of them Alabama natives.

Of the 76,697 families, 13,335 or 17.4 percent have incomes below the poverty level, and 20 percent of those families subsist on less than $1,000 per year. More than 5,200 families, 6.9 percent, received public assistance, 3,744 of them Black families representing 13.1 percent of the city's total.

The 1970 Census revealed that of those persons 25 years and older, 44 percent of the general population completed four years of high school or more. Only 27 percent of the Black population had that much schooling. The fact that 89 percent of Blacks in the 14 to 17 age group and 91 percent of the whites are at school indicates that the educational attainment level is increasing. Significantly, both white and Black women attained higher median educational levels than men. Also, 25 percent of the general population received some skill training in the past.

II. Occupational Education in Birmingham

Because of the interdependence of Birmingham and the communities of the SMSA, it is difficult to geographically separate either economic activity and its labor needs or the population which is the target of skill training. Employees of all major segments of the economy are drawn from surrounding counties as well as the city of Birmingham, as are the students of the junior colleges and Federal manpower training programs with the exception of the Concentrated Employment Program (CEP). Also, many Birmingham residents work outside the city.

Of the postsecondary institutions offering skill training, the Birmingham School of Practical Nursing, operated by the Adult Division of the Public Schools, Jefferson State Junior College, and the Regional Technical Institute are located within the city limits of Birmingham. Bessemer State Technical Institute, Lawson Junior College and Wenonah Technical Institute, the latter two under common supervision, and all three administered by the Alabama State Department of Education, are located some 10 miles outside the city limits. Birmingham residents comprise about half of the students enrolled at Jefferson, about one-third at Lawson/Wenonah, and approximately one-tenth at Bessemer. Of the three colleges, Lawson/Wenonah has the most liberal entrance requirements. There were no restrictions on race or sex; the minimum age was 15 and one-half; a high school diploma was preferred but dropouts who have been out of school for eight months and are willing to attain a general equivalency diploma were accepted. Tuition was $15 per month. Jefferson State required that students desiring two-year career programs pass entrance examination except for special courses. Tuition was $67 per quarter. Bessmer had a 16 year-old requirement and required a high school diploma. Exceptions were made for dropouts who had been out of school for at least one year and who showed sufficient motivation that could enable them to benefit from advanced education. Tuition averaged 80 cents per day.

The Regional Technical Institute began operations in 1970 as a demonstration educational center in health occupations and is administered by the State Health Services Administration with the complete support of the University of Alabama Schools of Medicine and Dentistry. It used facilities of the University of Alabama hospitals, clinics, and School of Nursing to supplement classroom and laboratory instruction. Its program was tied in with the curricula of 18 junior colleges elsewhere in the state, enabling those students during their second year to pursue training in health fields at the Institute but to receive their associate degrees at the colleges of their initial enrollment. At the time of the survey, only part of the Institute's classrooms were in use, but when facilities are fully equipped and the faculty increased, its present curriculum will be expanded and present enrollments more than doubled. Some difficulty in recruiting qualified faculty may be experienced because technical health instructors can receive higher salaries employed at their skills than as teachers of their skills. Of its student body of 232, 175 were Birmingham residents. Admission was also open to non-college students for certain courses who have a high school diploma or who have a special interest or aptitude for a medical occupation. Thus,training was also offered to selected students from Federal manpower training programs in the city of Birmingham, as can be seen in Table 3 at the end of the Section. About one-half of the Fiscal Year 1971 (FY 1971) students from the Federal manpower programs were dropped part way through training as they were found unsuited to pursue the program to a successful conclusion. At the time of the survey, 124 trainees from the Work Incentive (WIN) program, CEP, and the Manpower Development and Training Act (MDTA) program were actively enrolled as dietary aides, licensed practical nurses, pediatric nurses, inhalation therapists, laboratory and physicisn's assistants, and trayline workers.

Occupational Offerings

MDTA had a Skill Center where the bulk of its enrollees (244) were trained during FY 1971, as well as five WIN and 80 CEP students. Enrollees at all four institutional Federal manpower training programs also received training at one or more postsecondary institutions. All agencies reported less than half of their enrollees participating in skill training with the percentages being: MDTA, 47 percent; CEP, 25 percent; WIN, 20 percent; Neighborhood Youth Corps II(NYC II), 18 percent. All programs were somewhat hindered in offering training to females due to employer prejudice toward hiring women for certain occupations which they could fill. On the one hand there was chagrin because women would find themselves jobless even after training because of employer prejudice; on the other hand there were complaints there were not enough programs for women who want training. One official cited electronics as an occupational area for which women would be suited but from which they were barred. Another cited a licensed practical nursing program which had 30 slots and 1,500 applicants, mostly Black. "This shows how women want the opportunity for more gratifying work than they can now get." It was pointed out that WIN had the staff and facilities to service less than four percent of those receiving aid for dependent children. Because the number of slots was far from adequate to meet the need, the agencies found it necessary to screen applicants. For example, MDTA requires that a recruit have had at least one year's work experience. Thus, a large portion of the target population most in need of service is not being reached.

With the exception o MDTA which had slightly more men than women trainees, the Federal manpower training programs experienced difficulty in recruiting males. For instance, it was noted that "Whites come into the automobile mechanics program themselves. We have to seek out and persuade the Blacks." It was especially difficult to recruit Black youths for NYC II. Improving individual self-image and counteracting the "it's no use" attitude of the majority of Federal manpower program recruits was a primary problem of counselors and was given major emphasis as trainees are prepared for the labor market. A deterrent to the recruitment of whites was the predominate enrollment of Blacks in the Federal manpower training programs. Fifty percent of

On-the-Job Training (OJT) enrollees were recruited by CEP, and 70 percent of NYC II enrollees were from predominately Black poverty areas.

Federal manpower training programs accounted for about 15 percent of all vocational education enrollees in Birmingham. They offered 35 occupational offerings compared to 43 in the high school schedule and 61 at the postsecondary level. Vocational enrollments in the western, or Black section, of the city were heavier than in other areas.

Both Bessemer State Technical Institute and Jefferson State Junior College designed their career courses to meet industrial and business needs. Bessemer kept a running survey before determing which courses to offer and Jefferson frankly appealed to the business community to suggest areas where shortages exist or expansion is planned. Business and office occupations led enrollments at Bessemer, Jefferson State and Lawson/Wenonah.

General office, including stenography, also attracted a large group (28%) of the 1,860 secondary school vocational pupils, although trade and industry drew the largest student support with 70 percent enrolled in such courses as carpentry, welding, automobile mechanics, cosmetology, automobile body repair, drafting, data processing, air conditioning and refrigeration, electronics, machinists, and quantity food service. At the other extreme, attesting to the variety of offerings in shortage areas despite scant student interest, fire and safety, medical records, and X-ray assistant enrolled one student each; medical laboratory, floristry, insurance, recreation, sheet metal, and asbestos occupations enrolled two each.

Despite the growing interest and future need due to the development of the multi-health complex of the University of Alabama, health programs at both Bessemer State Technical Institute and the secondary schools enrolled only 25 students each and only a few more were enrolled at Lawson/Wenonah. Other institutions and agencies were more responsive. In addition to the 191 students at the Birmingham School of Practical Nursing and the 175 at the Regional Technical Institute, about 240 (17 percent) of the city's students at Jefferson State were pursuing programs in various health occupations. Federal manpower training programs also enrolled large groups in health services: 40 percent for MDTA, 36 percent for CEP, 25 percent for WIN, and 21 percent for NYC II. Table 4-A shows the distribution of enrollments by level and area.

In the future, vocational education in the secondary schools will be more attuned to the economic needs of Birmingham. In preparation for the school year beginning in September, 1971, a sampling of business and industry sentiment was undertaken to help the secondary schools determine what career education would best prepare students for available jobs and which courses should be dropped. Students were then informed of the list and queried for their preferences. As a consequence several courses such as shoe repair and drafting were cut back or eliminated. Others were expanded, among them, carpentry, disributive education, sheet metal work, masonry, health, office, transportation, and service occupations, and machine shop. Student interest was particularly high in child care, secretarial work, automobile mechanics, and cosmetology.

Enrollments of the institutions and Federal manpower training programs are shown in Table A, and enrollments in the various programs are shown at the end of the Section in Table 4

Table A[1]

NUMBER OF STUDENTS ENROLLED IN SKILL TRAINING IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS

BIRMINGHAM

Institution/Agency	Number Enrolled from City	Number from City in Skill Training
Birmingham Public Schools[1]	18,411	1,860[3]
High School Postsecondary	178	178
Birmingham School of Practical Nursing	191	191
Regional Technical Institute	175	175
Bessemer State Technical Institute	90	90
Jefferson State Junior College	2,400	1,400
Lawson Junior College (day)[2]	180	75
Wenonah Technical Institute[2]	250	250
MDTA	800	320
CEP	844	213
WIN	280	35
NYC II	488	90
MDTA-OJT	136	136
JOP	60	60
NAB-JOBS	650	650
Public School Adult	5,365	933

[1] Includes Birmingham Boys School

[2] Occupational enrollment does not include consumer and homemaking, industrial arts or non-vocational business courses.

Selected Services

Job development, the most frequently provided service, was offered by six of the Federal manpower training programs and four of the schools, including the secondary schools. None offered legal aid or English as a Second Language. Only WIN, CEP, and NYC II provided child day care through contracts.

Bessemer officials said the college wished to add remedial education, while Wenonah/Lawson, which provided only remedial education as a supporting service, hopes to add transportation and make available some student financial aid programs. Remedial education as a service was also available to Jefferson College and WIN, CEP, and NYC II students. Bessemer and Jefferson both provided free transportation, Jefferson operating a fleet of buses with routes that reached almost 50 miles beyond the campus. Some transportation allowances were provided by Federal manpower training programs. Vocational guidance was limited, Regional Technical Institute alone offering it as part of the program. Except for Lawson/Wenonah, all institutions and programs had strong counseling, job development, and placement services. Health services were limited to Jefferson among the colleges and to WIN, CEP, and NYC II, although where the job sought so required, physicals were given enrollees before they entered into training. (See Table 5 at the end of the Section.)

Characteristics of Students

About 65 percent of Birmingham's secondary vocational students were Black, with a small number of Spanish surname students. The percentages were reversed for adults attending public school at night with 65 percent white and 35 percent Black. By contrast, the Federal manpower training programs were mainly Black with WIN enrolling only one percent white trainees. Whites predominated at Jefferson State, Regional Technical Institute, and Bessemer. Lawson/Wenonah was 99 percent Black.

Lawson/Wenonah, whose students were characterized as "motivated working poor" as against the hard core unemployed enrolled in most Federal manpower training programs, was organized as a college for Blacks. Bessemer State was originally for whites. When integration occurred, Lawson/Wenonah remained Black, but a few Blacks have enrolled at Bessemer. While Bessemer described its students as ranging from "the elite to the underprivledged" the majority came from blue collar working families. Twenty-five percent were married. More than half of the day time students were employed part-time while pursuing their studies, and about a quarter of the night enrollment was employed full-time. Veterans comprised about a quarter of the total student body, day and evening.

The secondary public schools were 54 percent male, Jefferson State, 66 percent male, and Bessmer, 60 percent male. Lawson/Wenonah, however, was 63 percent female. MDTA, Jobs Optional Program (JOP), and the National Alliance of Businessmen-Job Opportunities in the Business Sector (NAB-JOBS) program enrolled a majority of males. CEP, WIN, and NYC II enrolled a majority of females: NYC II having 75 percent and WIN 99 percent. No male/female breakdown was available for Regional Technical Institute, nor for the public school adult program.

The educational level attained by the enrollees of Federal manpower training programs averaged ninth grade, but performance level was usually several grades lower, necessitating remedial education for many trainees and the acquiring of a General Equivalency Diploma through the adult public schools for such occupations requiring high school equivalency. Of the postsecondary schools, only Lawson/Wenonah provided General Equivalency Diploma courses; since entrance requirements for the others stressed a high school diploma.

The limitation of CEP slots made screening necessary to select applicants who most likely could and would stay in training. One supervisor, deploring the inability to help all who want training, said, "We try to get away from using education as a criterion for enrollment. Many with a third grade education have more knowledge than high school grads. A mother of 10 with no schooling may have more knowledge and motivation than a younger person who survived a year at high school. We try to get the best of the disadvantaged and judge from many aspects." CEP was Black, it was explained, chiefly because income and residence guides direct trainees from Black areas. Yet many Blacks refused to come in because they didn't want to be associated with an all Black program.

III. Overlap, Duplications and Gaps

Of the 7,667 individuals enrolled in skill training, approximately 4,823 or 63 percent were in programs which were offered by more than one institution or agency. The overlap was not always significant. For example, Federal manpower training programs altogether have 11 trainees enrolled in a total of six programs that were primarily offered by the secondary and postsecondary schools. An additional 22 percent were receiving instruction at postsecondary schools in occupations for which skilled workers are in demand. This group includes 124 CEP, WIN, and MDTA enrollees who were being trained at the Regional Technical Institute in health occupations, but who were not carried by the Institute as members of its student body. Forty more Federal manpower training program enrollees were enrolled at Jefferson State, Bessemer and Lawson/Wenonah for occupations that sustain the current need of skilled personnel or report shortages. Only four programs enrolled eough students to raise the question of possible duplication. These were air conditioning and refrigeration, automobile body repair, automobile mechanics, and welding which enrolled 755 individuals or about one percent of the total occupational enrollments.

It must be kept in mind that often the same occupational programs offered at the secondary schools and postsecondary institutions probably provided training at different levels, the latter upgrading and refining the skill attainments acquired at the former. Table 7 at the end of this Section lists all the offerings where there was any overlap. Table 4 will show where the overlap occurred.

Programs Compared with the Local Labor Market

Official analysis of Birmingham's local labor market was not available but from semi-official sources, it was ascertained that despite the rate of unemployment, surplus jobs are mainly in unskilled, domestic and farm labor categories. An improvement in the economy would rapidly absorb many skilled and semi-skilled persons who are temporarily out of work or underemployed. There is a group, however, that would require retraining because technological changes have affected the jobs they held and deminished their chances for re-employment.

Table B-2 represents a compilation of jobs for which openings currently exist because of a shortage of qualified personnel and also jobs which will demand more workers as economic conditions improve and business and industry expand.[1/]

Twenty-four occupational programs enrolling 3,194 or 41.4 percent of the total were in areas where there were shortages of workers. No training was given for aircraft mechanics, three students were in building maintenance and two in metal trades, three of the shortage areas listed. Four shortage occupations, foundry workers, automobile station attendant, appliance repairman, and painter together enrolled 107 students, less than 1.5 percent of the total. On the other hand, there were sizeable enrollments for construction workers, accountants, machinists, automobile mechanics, air conditioning and refrigeration mechanics, general office clerks, electronics technicians, sewing machine operators, welders, draftsmen, carpenters, secretaries, nurses, and other health workers. In fact the health group by itself absorbed 783, more than 10 percent of all students and trainees. Eleven of the shortage programs were offered at all three levels (secondary, postsecondary and Federal manpower training programs).

Program officials interviewed appeared more concerned with the gaps in occupational offerings than with the duplications. Schools and Federal manpower training programs both had suggestions of training areas that ought to be started or expanded. Some said that training in all areas should be widened and more slots provided to serve the larger numbers who could be recruited. Several urged that the unions lower their restrictions to allow greater numbers to train for unionized jobs. Among the specific occupational areas recommended for expanded training were sheet metal, health, including dental technology, cosmetology, barbering, architectural technology, food services, hotel and restaurant management, the construction trades, child development, environmental technology, merchandising, ornamental horticulture, and chemical technology. There were also recommendations for more supporting services, particularly for child care, transportation allowances, and job follow-up.

Programs Compared with Population Groups

It was pointed out earlier that according to the 1970 Census, 25 percent of Birmingham's labor force had received some vocational training in the past. Current indications fall below that percentage. Of 17,332 young people in the 16 to 18 age group, 11.2 percent were enrolled in skill training programs. Only three percent of those in the 19 to 44 age group were enrolled in skill training programs. While 1,239 or 15.4 percent of Black youth, male and female, were receiving their training during the final two or three years at high school, an additional 81 were enrolled with NYC II. Only 661 of the city's white youth, 7.4 percent were taking vocational education courses at high school, and only nine were enrolled with NYC II.

1/ Table B-1, which would list surplus occupations is omitted from the Birmingham profile, since skilled occupations are not affected.

Table B-2

NUMBER AND PERCENT OF STUDENTS ENROLLED IN TRAINING FOR OCCUPATIONS FOR WHICH THERE IS A SHORTAGE OF WORKERS

BIRMINGHAM

Skill Training Programs	Number of Students Enrolled	Percent of Total Number of Students Enrolled in All Skill Training Programs
Building Maintenance	3	.04
Food Service	95	1.2
Accountant	290	3.7
Foundry	29	0.4
Machinist	121	1.5
Metal Trades	2	.03
Automobile Mechanics	244	3.1
Automobile Service Station Attendant	25	0.3
Stenography	80	1.0
Air Conditioning and Refrigeration	118	1.5
General Office Clerical	331	4.3
Dental Assistant	47	0.6
Electronics	185	2.4
Key Punch	63	0.8
X-Ray Technology	89	1.1
Medical Laboratory	68	0.9
Licensed Practical Nursing	337	4.3
Registered Nursing	289	3.7
Drafting	126	1.6
Welding	254	3.3
Carpentry	161	2.0
Secretarial	184	2.4
Electrical Appliance Repair	28	0.4
Painter	25	0.3
Total	3,194	41.4

Of the 19 to 44 age group, 1,591 white individuals, 2.6 percent of the city's population group,were taking courses at the postsecondary institutions or through Federal manpower training programs. The latter, however, enrolled only 69 white men and women, whereas 1,336 Blacks, or 3.7 percent of the city's Black 19 to 44 age group were taking courses at the postsecondary institutions and 658 through Federal manpower training programs.2/

2/ Appendix Table 4 lists 7,707 in the total occupational enrollments. However, only 4,487 were registered as residents of the city of Birmingham.

The figure of 2,927, total whites and Blacks in skill training programs, represents three percent of the city's entire population in the 19 to 44 age bracket. If we add on-the-job training programs and adult vocational education, the number rises to 4,706 or 5.3 percent of the population served in publicly funded skill training programs. Enrollments in the on-the-job training programs were 57 percent Black; in the adult program, 65 percent white.

Table C

COMPARISON OF POPULATION GROUPS IN CITY WITH NUMBERS OF THESE GROUPS IN SKILL TRAINING

BIRMINGHAM

Population Group Age	Race/Sex	Total Number in City	Number of Students Enrolled in Skill Training Programs	Percent Enrolled
16 to 18	Total	17,332	1,950	11.2%
	White	8,911	661	7.4
	Black	8,400	1,289	15.4
	Male	8,398	1,030	12.2
	Female	8,934	920	10.4
18 to 44	Total	95,317	2,927	3.0
	White	58,973	1,591	2.6
	Black	36,080	1,336	3.7
	Male	43,024	1,515	3.5
	Female	52,293	1,412	2.2

Note: In each age group the total of Blacks and whites may be somewhat less than the grand total. This difference represents the number of persons of other races, i.e. American Indian, Oriental, residing in the city. Totals of whites include persons of Spanish surname.

IV. Management, Administration and Coordination

There appeared to be insufficient coordination between programs. One college administrator appeared indignant that students, having graduated from high school vocational courses, arrived at the college with scant preparation for the more advanced courses the college was offering, necessitating classes on what he regarded as the secondary level. There also seemed to be some rivalry, among Federal manpower training programs. One administrator complained that her agency was prevented from offering certain training because another was "politicking" for it, and stated that her agency could train students in that occupation for less money than the rival was budgeting. There was also concern that qualified instructors refused offers to teach because they were earning more working at their skills than they could earn teaching them.

It was evident that improvement in reporting operations was in order. Some administrators appeared vague about the necessity of recording pertinent items regarding enrollees. On the whole, institution and Federal manpower training programs seemd to be planned with local labor market needs in mind.

V. Summary

The major problems in Birmingham centered around the availability of resources to expand facilities and programs, particularly for the disadvantaged. It has been pointed out that WIN reached only four percent of the persons receiving public aid for dependent children. The 1970 Census reported that 1,367 males, 16 to 21 years of age, were not in school, the army, or the labor force. Yet, NYC II which would draw from this age bracket gave service of some kind to only about 144 young men, during FY 1971 and only 22 were enrolled in skill training. There were three times as many women as men in NYC II. Several administrators indicated that higher stipends for young people might motivate them to continue in the program rather than return to the streets where they could earn more by "hustling."

As is indicated in Table 5 at the end of the Section, Federal manpower training programs, designed primarily for the disadvantaged, provided more ancillary services and in greater depth than the secondary or postsecondary programs. Federal manpower programs provided training at no cost, whereas tuition was charged at varying amounts at the postsecondary institutions: at Lawson/Wenonah, $15 per month plus a $2 registration fee: at Jefferson State $67 per quarter; and at Bessmer, .80 cents per day. Bessmer and Jefferson provided free transportation. The stipends and allowances available through Federal manpower training programs enabled their trainees to take courses at the postsecondary institutions, whose tuition fees were also paid by the Federal manpower training programs.

Ancillary services were especially needed by the individuals who enrolled with Federal manpower training programs, since most of them had personal problems which impeded their developing their capacities on their own. Insufficient education, poor health, lack of training, personal and family problems are but a few of the harrassments that contribute to poor self-image and apathy. Many have had encounters with the law. Disappointing to agency officials were the numbers who enrolled but did not stay with the program, or having received some skilled training were induced to accept a job that became available rather than complete training with the probability of a better job. Follow-up was admittedly too inadequate to ascertain how long a trained recruit was able to retain employment at the higher level for which the program prepared him. There was sufficient indication that many enrollees who completed their training noticeably benefited through improved and sustained employment. Rarely did those responsible for instruction feel that efforts put into the program failed to accomplish a good part of the desired goal. This point was especially brought out in the pleas for expanded training in the hope that more of those in need could be served.

Table 1

Birmingham

TOTAL NUMBER OF STUDENTS ENROLLED AND TOTAL NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL TRAINING IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS

INSTITUTION/AGENCY	TOTAL ENROLLED	NUMBER ENROLLED FROM CITY	NUMBER IN OCCUPATIONAL TRAINING (1)	NUMBER FROM CITY IN OCCUPATIONAL TRAINING
Birmingham Public Schools (2)	18,411 (2)	18,411	1,860	1,860
Birmingham Public Schools - Postsecondary	178	178	178	178
Birmingham School of Practical Nursing	191	191	191	191
Regional Technical Institute	232	175	232	175
Bessemer State Technical Institute	854	90	854	90
Jefferson State Junior College	4,753	2,400	2,850	1,400
Lawson Junior College (3)	438	180	183	75
Wenonah Technical Institute (3)	605	250	605	250
Manpower Development and Training Act - Institutional Training	938	800	375	320
Concentrated Employment Program	844	844	213	213
Work Incentive Program	468	280	57	35
Neighborhood Youth Corps - II	610	488	109	90
Jobs Optional Program	70	60	70	60
National Alliance of Businessmen - Job Opportunities in the Business Sector	763	650	763	650
Birmingham Public Schools - Adult	5,365	5,365	933	933

(1) Forty Department of Labor enrollees who were trained at postsecondary institutions are included in the enrollments of both the postsecondary institutions and the Department of Labor programs.

(2) Includes Birmingham Industrial Boys School.

(3) These two institutions are under the same administration.

Table 2

Birmingham

OCCUPATIONAL OFFERINGS IN PUBLIC INSTITUTIONS
BY TYPE AND ENROLLMENT

Birmingham Public Schools - Secondary

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Upholstery	34
Dental Assistant	7
Medical Laboratory Assistant	2
Nurse's Aide	14
Fire and Safety	1
Auto Mechanics	87
Sign Painter	3
Drafting	72
Printing	34
Finance and Credit	10
Food Occupations	140
Distributive Education	127
Auto Service Specialist	3
Dry Cleaning	3
Medical Records Technical Assistant	1
Refrigeration and Air Conditioning	58
Auto Body and Fender Repair	66
Carpentry	135
Machine Shop	52
Welding	91
Cosmetology	81
X-Ray Technical Assistant	1
Commercial Art	39
Duplications and Publications	21
Appliance Servicing	28
Foundry	26
Radio and Television	25
Trowel Trades	31
Restaurant and Hotel	12
Electronics	89
Automotive	22
Floristry	2
Personal Services	6
Transportation	13
Recreation and Tourism	2
Insurance	2
General Office	254
Tailoring	51
Computer Programming	23
Stenographers	59
Data Processing	63
Shoe Repair	27

Table 2
(continued)

Birmingham

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Birmingham Public Schools - Secondary	
Plumbers and Pipefitters	7
Electricians	7
Sheet Metal Workers	2
Asbestos Workers	2
Painters	25
TOTAL	1,860
Birmingham Public Schools - Postsecondary	
Occupational Enrollments (Individual Courses Not Specified)	178
Birmingham School of Practical Nursing	
Licensed Practical Nurse	191
Regional Technical Institute	
Histologic Technician	2
Medical Laboratory Technician	3
Optometric Technician	9
Anesthesia for Nurses	27
Certified Laboratory Assistant	17
Cyto-Technologist	3
Inhalation Therapy Technician	15
Nuclear Medicine Technician	8
Physician's Assistant - General	39
Radiological Technologist	44
Physician's Assistant - Medex	24
Emergency Medical Technician	30
Physician's Assistant - Diabetes	11
TOTAL	232
Bessemer State Technical Institute	
Auto Mechanics	65
Accounting	73
Secretarial	128
Computer Programming	64
Cosmetology	58
Dental Assistant	25
Diesel and Heavy Equipment	41
Drafting	47
Electronics	96
Machine Shop	32
Machine Tool and Die	38

Table 2
(continued)

Birmingham

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Bessemer State Technical Institute (cont'd)	
Offset Printing	40
Air Conditioning and Refrigeration	27
Upholstery	31
Welding	89
TOTAL	854
Jefferson State Junior College	
Mental Health Technology	71
Inhalation Therapy	13
Accounting	110
Office Education	31
Business Education	307
Drafting	5
Architecture	21
Engineering Technology	295
Computer Science Technology	273
Social Welfare and Urban Development	12
Recreation Leadership	3
X-Ray Technology	44
Law Enforcement	298
Fire Science	142
Medical Laboratory Technology	65
Mortuary Science	53
Medical Records	43
Home Economics	24
Finance and Banking	18
Food Service	54
Home Furnishings	30
Retail Merchandising	52
Hotel-Motel-Restaurant Management	81
Insurance Sales and Management	74
Management and Supervision Technology	254
Nursing	247
Real Estate	36
Radio and Television Broadcasting	63
Traffic and Transportation	78
Agribusiness	40
Other	13
TOTAL	2,850
Theodore A. Lawson State Jr. College/Wenonah Technical Institute	
Auto Body and Fender Repair	42
Barbering	39
Brick Masonry and Plastering	80

Table 2
(continued)

Birmingham

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Theodore A. Lawson State Jr. College/Wenonah Technical Institute (cont'd)	
Carpentry	26
Clerk-Typist	65
Commercial Foods	40
Commercial Sewing	60
Dry Cleaning and Laundry	35
Electricity	32
Keypunch	46
Licensed Practical Nurse	80
Radio and Television	60
Accounting	107
Management and Supervision	20
Secretarial Science	56
TOTAL	788

Table 3

Birmingham

OCCUPATIONAL OFFERINGS IN FEDERAL MANPOWER OR EDUCATIONAL PROGRAMS: BY TYPE, ENROLLMENT, AND AGENCY PROVIDING TRAINING

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED	AGENCY PROVIDING TRAINING
Manpower Development and Training Act Institutional Training		
Certified Laboratory Assistant	23	Regional Technical Institute
Physician's Assistant	13	Regional Technical Institute
Trayline Worker, Hospital	18	Regional Technical Institute
Stenographer	21	Birmingham Area Skill Center
Automobile Mechanic	60	Birmingham Area Skill Center
Licensed Practical Nurse	30	Birmingham Area Skill Center
Automobile Body Repair	31	Birmingham Area Skill Center
Gasoline Engine Repair	23	Birmingham Area Skill Center
Air Conditioning/Refrigeration	33	Birmingham Area Skill Center
Welding	46	Birmingham Area Skill Center
Individual Referrals	11	Various Institutions
Nurse's Aide	51	Various Institutions
Dental Assistant	15	Regional Technical Institute
TOTAL	375	
Concentrated Employment Program		
Licensed Practical Nurse	30	Birmingham Area Skill Center
Licensed Practical Nurse	15	Regional Technical Institute
Pediatric Nursing	15	Regional Technical Institute
Automobile Mechanic	25	Birmingham Area Skill Center
Welding	25	Birmingham Area Skill Center
Inhalation Therapy	17	Regional Technical Institute
Individual Referrals	86	Various Contracts
TOTAL	213	
Work Incentive Program		
Teacher's Aide	1	Jefferson Cnty Bd. of Ed.
Lunchroom Manager	2	Glen Public High School
Licensed Practical Nurse	6	Baptist Medical Center
Clerk Typist	6	Alverson Draughton Bus. Sch.
Clerk Typist	5	Birmingham Area Skill Center
Pre-School Teacher's Aide	22	Day Care Service
Cosmetology	2	Bessemer Technical Institute
Dietary Aide	8	Regional Technical Institute
Barbering	1	Wenonah Technical Institute
NAB-JOBS Converter Line Operator	3	A. P. Merill
NAB-JOBS Inspectress	1	Tutweiler
TOTAL	57	

(Continued)

Birmingham

Neighborhood Youth Corps II

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED	AGENCY PROVIDING TRAINING
Business	2	Phillips High School
Cashier - Typing	3	Phillips High School
Automobile Body Repair	3	F. W. Olin High School
Automobile Body Repair	3	Wenonah Technical Institute
Sewing	1	F. W. Olin High School
Drafting	1	F. W. Olin High School
Upholstery	1	F. W. Olin High School
Office Occupation	2	F. W. Olin High School
Key Punch	17	Careers International
Nurse's Aide	20	Univ. of Ala. - In-service
Clerk Typist	2	Jefferson State Jr. College
Nurse's Aide	3	Jefferson State Jr. College
Radio & Television Repair	1	Wenonah Technical Institute
Dry Cleaning	9	Wenonah Technical Institute
Commercial Food	2	Wenonah Technical Institute
Brick Masonry	2	Wenonah Technical Institute
Carpentry	3	Wenonah Technical Institute
Clerk Typist	3	Wenonah Technical Institute
Tailoring	4	Wenonah Technical Institute
Automobile Mechanics	1	Bessemer Technical Institut
Automobile Mechanics	7	Jefferson Cnty Adult Ed. Ct
Small Engine Repair	1	Bessemer Technical Institut
Cosmetology	3	Bessemer Technical Institut
Business	11	Jefferson Cnty Adult Ed. Ct
Drafting	1	Jefferson Cnty Adult Ed. Ct
Welding	3	Jefferson Cnty Adult Ed.
TOTAL	109	

Table 4

Birmingham

SUMMARY OF OCCUPATIONAL OFFERINGS AND NUMBER OF STUDENTS SERVED BY SECONDARY, POSTSECONDARY, AND DEPARTMENT OF LABOR PROGRAMS

OCCUPATIONAL OFFERINGS	TOTAL	HIGH SCHOOL	POSTSECONDARY	DEPARTMENT OF LABOR
Agriculture	40		40	
Cashier	3			3
Distributive Education, General	179	127	52	
Finance	28	10	18	
Floristry	2	2		
Insurance	76	2	74	
Management and Supervision	274		274	
Personal Services	6	6		
Real Estate	36		36	
Recreation Aide	5	2	3	
Hotel and Restaurant	95	12	81	2
Transportation	91	13	78	
Accounting	290		290	
Business	320		307	13
Computer Programming	150	86	64	
Office Occupations, General	330	254	74	2
Key Punch Operator	63		46	17
Secretarial	184		184	
Stenographer	80	59		21
Teacher's Aide	23			23
Clerk Typist	76		65	11
Home Furnishings	54		54	
Trayline Worker	18			18
Medical Laboratory, Assistant	42	2	17	23
Cyto-Technologist	3		3	
Emergency Medical Technician	30		30	
Dental Assistant	47	7	25	15
Dietary Aide	8			8
Histologic Technician	2		2	
Inhalation Therapy	45		28	17
Licensed Practical Nurse	337		271	66
Medical Laboratory Technicial	68		68	
Nuclear Medicine Technician	8		8	
Nurse's Aide	100	14		86
Nursing	289		274	15
Optometric Technician	9		9	
Physician's Assistant	87		74	13
X-Ray Technician	89	1	88	
Medical Records Assistant	1	1		

Table 4
(Continued)

Birmingham

OCCUPATIONAL OFFERINGS	TOTAL	HIGH SCHOOL	POSTSECONDARY	DEPARTMENT OF LABOR
Mental Health Technician	71		71	
Architecture	21		21	
Computer Technology	273		273	
Engineering Technology	295		295	
Police Science	298		298	
Radio & Television Repair	85	25	60	
Social Welfare Aide	12		12	
Fire and Safety	143	1	142	
Air Conditioning/Refrigeration	118	58	27	33
Appliance Repair	28	28		
Asbestos Worker	2	2		
Automobile Body Repair	142	66	42	34
Automobile Mechanics	244	87	65	92
Automotive Services	25	25		
Barbering	39		39	
Carpentry	161	135	26	
Commercial Art	39	39		
Cosmetology	139	81	58	
Heavy Equipment Operator	41		41	
Drafting	126	72	52	2
Tailoring	112	51	60	1
Dry Cleaning	38	3	35	
Graphic Arts	95	55	40	
Electricians	39	7	32	
Electronics	185	89	96	
Foundry	29	26		3
Quantity Food Occupations	234	140	94	
Custodial	1			1
Machine Tool and Die	38		38	
Machine Shop	83	52	31	
Mortuary Science	53		53	
Sign Painter	3	3		
Painting & Decorating	25	25		
Plumber & Pipefitting	7	7		
Broadcasting	63		63	
Sheet Metal Worker	2	2		
Shoe Repair	27	27		
Small Engine Repair	24		1	23
Masonry	111	31	80	
Upholstery	66	34	31	1
Welding	254	91	89	74
Individual Referrals	97			97
Other Enrollments (Not Specified)	191		191	
TOTAL	7,667	1,860	5,093	714*

*This total does not include 40 enrollees in Department of Labor programs who were trained at and reported by postsecondary institutions.

Table 4A

Birmingham

DISTRIBUTION OF OCCUPATIONAL ENROLLMENTS BY LEVEL AND AREA

AREA	LEVEL SECONDARY	POSTSECONDARY	DEPARTMENT OF LABOR
Agriculture	-- %	0.8 %	-- %
Distributive Education	9.4	12.1	0.7
Business and Office	21.5	21.3	14.7
Health	1.3	19.0	34.0
Technical Education	1.4	21.6	--
Trade and Industry	66.4	21.5	37.0
Individual Referrals	--	--	--
Other	--	3.7	13.6
TOTAL	100.0 %	100.0 %	100.0 %

SUMMARY OF SELECTED SERVICES AVAILABLE BY PROGRAM

AGENCY/INSTITUTION	VOCATIONAL GUIDANCE	COUNSELING	ADULT BASIC EDUCATION AND REMEDIAL EDUCATION	ENGLISH AS A SECOND LANGUAGE	LEGAL AID	CHILD DAY CARE	TRANSPORTATION	HEALTH SERVICES	JOB DEVELOPMENT AND PLACEMENT
Birmingham Public Schools									
Regional Technical Institute	I	I							I
Bessemer State Technical Institute	*	I					I		I
Jefferson State Junior College	*	I	I				I	I	I
Lawson State Junior College	*		I						
Wenona State Technical Institute	*		I						
MDTA - Institutional		I					I		I
CEP		I	I			I[1]	I	I	I
WIN		I	I		I	I	I	X	I
NYC II		I	I		X	X	I	I	I
JOP		I							I
NAB-JOBS									

I = Provided by Program
X = Available by Referral

* Insufficient Information

Table 6

Birmingham

PROGRAM ENROLLMENTS BY OFFERING AGENCY AND POPULATION GROUPS SERVED

INSTITUTION/AGENCY	TOTAL	BLACK	WHITE	SPANISH SURNAME	OTHER
Birmingham Public Schools	100%	65%	35%		
Male	54%				
Female	46%				
Jefferson State Jr. College	100	13	86	1	
Male	66				
Female	34				
Regional Technical Institute	100	30	70		
Male	Not Available				
Female	Not Available				
Bessemer State Technical Institute	100	30	70		
Male	60	(Fewer Blacks attend classes at night)			
Female	40				
Lawson Junior College	100	99	1		
Male	37				
Female	63				
Wenonah Technical Institute	100	99	1		
Male	60				
Female	40				
Manpower Development and Training Act - Institutional	100	85	15		
Male	60				
Female	40				
Concentrated Employment Program	100	90	10		
Male	40				
Female	60				
Work Incentive Program	100	99	1		
Male	1				
Female	99				
Neighborhood Youth Corps II	100	90	10		
Male	25				
Female	75				
Jobs Optional Program/ On-The-Job Training	100	70	30		
Male	98				
Female	2				
National Alliance of Businessmen/Job Opportunities in the Business Sector	100	44	55		
Male	64	55	44		
Female	36	45	56		
Birmingham Public Schools - Adult	100%	35%	65%		

Table 7

Birmingham

NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY

OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY	NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY	PERCENTAGE OF TOTAL NUMBER OF STUDENTS ENROLLED IN ALL OCCUPATIONAL PROGRAMS
Distributive Education	179	2.50%
Finance	28	0.04
Insurance	76	1.00
Recreation Aide	5	--
Hotel and Restaurant	95	1.30
Transportation	91	1.30
Business	320	4.50
Computer	150	2.10
Office Occupations	330	4.60
Keypunch Operators	63	0.08
Stenographer	80	1.10
Clerk Typist	76	1.00
Medical Laboratory Assistant	42	0.05
Dental Assistant	47	0.06
Inhalation Therapy	45	0.06
Licensed Practical Nurse	337	4.70
Nurse's Aide	100	1.40
Nursing	289	4.00
Physician's Assistant	87	1.20
X-Ray Technician	89	1.20
Radio and Television Repair	85	1.20
Fire and Safety	143	2.00
Air Conditioning/Refrigeration	118	1.60
Automobile Body Repair	142	2.00
Automobile Mechanics	244	3.40
Carpentry	161	2.20
Cosmetology	139	1.90
Drafting	126	1.70
Textile Fabrication	112	0.50
Dry Cleaning	38	0.05
Graphic Arts	95	1.30
Electricity	39	0.05
Electronics	185	2.40
Foundry	29	0.04
Quantity Food Occupations	234	3.30
Machine Shop	83	1.20
Small Engine Repair	24	0.03
Masonry	111	1.50
Upholstery	66	0.09
Welding	254	3.50
TOTAL	4,823	68.10%

Section 3

BOSTON

I. Introduction

Boston is the capital city of Massachusetts and is surrounded by 14 cities and 41 towns. The nearest major Atlantic port to Europe, the city is served by more than 100 steamship lines that link it with almost 300 ports of the world. Along with nearby Gloucester, Boston is also one of the nation's major fishing ports and a shipbuilding center as well.

The Federal Reserve bank of the New England District is located in the city contributing to Boston's status as a center of banking and insurance as well as of wholesale and retail trade. The city is also the chief wool market of the United States.

Small factories and a diversification of industry are characteristic of the area. The leading industries are electrical and nonelectrical machinery, food, printing and publishing, transportation equipment, instrument, fabricated metal product, apparel, leather goods and rubber products.

The city's industrial expansion was stimulated by World War II and continued after the war as new industries were attracted by the area's rapidly growing scientific research and technical development facilities. By the late 1960's there were hundreds of research and development companies and laboratories employing thousands of scientists, engineers and technicians, computers and other electronic equipment, electrical machinery, plastics and chemicals dominated the area's industry.

Wholesale and retail trade, government, and the service industry which employed 5.3 percent of the city's labor force in the last decade showed continued growth in 1970-71, while manufacturing, which had accounted for 19 percent of the labor force began a gradual decline.

During 1970 and 1971 Boston was hard hit by the recession which affected many of the other 20 cities studied, with particular impact on the defense-related industries. Electronics, aerospace, ordnance and rubber and leather footwear showed significant declines. Unemployment rose from 3.9 percent in 1969 to 5.8 percent in 1971.

According to the 1970 Census, the population of Boston was 647,071. Despite an influx of Blacks and Puerto Ricans into the city over the last ten years, the 1970 population figure represents a 9 percent decrease from 1960. It should be pointed out that the decrease in the city population was accompanied by an 11 percent increase in the suburban population, reflecting the exodus of Whites from the city to the suburbs. The 1970 Census indicated that Boston's population in 1970 was 81 percent white, 16 percent Black and 3 percent Spanish surname. Approximately 15 percent of the city's residents were living below the poverty level. Approximately half of 46,741 were persons of working age (between 18 and 64). Of these working age poor, 69 percent were white, 26 percent were Black and 5 percent were Spanish surname.

II. Occupational Education in Boston

Boston has the oldest public school system in the country. It is also the home of many distinguished educational institutions and there is a strong emphasis on college preparatory programs in the public schools.

Skill training programs are offered by the public schools at both the secondary and postsecondary level. State reports record 8,579 students enrolled in occupational programs at the secondary level. However this may be somewhat inflated due to double counting. Almost 60 percent of these reported enrollments are in office occupations and it is very possible that many of these are course enrollments and not program enrollments. They also report 23 percent of their enrollments in trades and industry with another 17 percent in distributive education. At the secondary level they reported no offerings in health, technical or gainful home economics. There were 79 students enrolled in agricultural production.

Local administrators reported that the program approval process was so long and complicated that it was very difficult to get new programs approved and started. This was further complicated by the lack of local staff to plan and implement new programs. It was also reported that the state provides no funds for the construction for alteration of facilities. There have been plans to build a new vocational center for the city schools for a number of years, but the lack of funds to build the facility have so far prevented the implementation of this plan.

Local administrators felt that proportionate to the population, they received inadequate amounts of state and federal funds. Training opportunities at the postsecondary level were very limited in Boston. A limited number of programs were offered by the public schools. Approximately 237 were enrolled in programs of cosmetology, dental assisting, vocational nursing, electronic technology, machine and tool design, and mechanical technology.

We were given the names of a number of community colleges surrounding Boston as having skill training programs in which individuals from Boston might enroll. However, most reported that few or none of the enrollees came from Boston and that the majority came from the community in which they were located.

The one exception was Massachusetts Bay Community College which was located approximately 15 miles west of the city limits. The college which charged a tuition of $100 per semester, required that an entering student be a high school graduate, have a low B average and have taken the College Entrance Examination Board Tests. During FY 1971, the College reported 3000 applicants for 800 openings. The public school postsecondary programs and Massachusetts Bay Community College enrolled a combined total of only 604 persons in occupational programs during FY 1971.

There were also eight Federal manpower training programs in the city offering skill training - five programs offering classroom or institutional training, and three offering on-the-job training. Together these programs enrolled 7,290 Boston residents during FY 1971---6,252 in institutional training and 1,038 in on-the-job training programs.

Three of the Federal Manpower institutional programs (Concentrated Employment Program (CEP), Neighborhood Youth Corps (NYC II), and Opportunities Industrial Center (OIC), were sponsored by Action for Boston Community Development (ABCD), the local community action agency.

The Manpower Development and Training Act (MDTA) program had three designated skill centers which were all run by the city public school system.

The city public school system also operated an adult program which enrolled, 2,825 persons during FY 1971.

Occupational Offerings

A wider selection of occupational offerings was available at the secondary level (27) than at the postsecondary level (15). Federal Manpower enrollees were enrolled in 70 different occupational programs during FY 71. This large number of options was reflective of the individual referral policy of the Work Incentive Program (WIN) program and components of CEP and MDTA. In these programs, the enrollee is able to choose any occupational offering available, public or private, if it will lead to gainful employment within a given period of time (generally a year). Due to the few public postsecondary institutions with vocational programs many Federal manpower training program enrollees received retraining at proprietary institutions.

Enrollments by occupational area (see Appendix Table 4A) suggest a strong emphasis by all three levels of office occupations, with a second area of concentration in trade and industry. There were no secondary offerings in health, gainful home economics or technical education.As might be expected,the heaviest concentration of the postsecondary level was technical education.

Over half of the Federal manpower training program enrollees receiving occupational training were trained at the Department of Labor Skills Center. The Skill Center was a joint operation of the Employment Service, which provided manpower services, and the Boston Public Schools, which provided the training.

Selected Services

The Massachusetts Human Resources Department (which includes the Division of Employment Security) is a subcontractor for manpower servives for all Federal manpower training programs (recruitment, vocational guidance, certification, job development and placement). The community college and the public schools did their own job development and follow-up.

Table A

NUMBER OF STUDENTS ENROLLED IN SKILL IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS

Boston

Institution/Agency	Number Enrolled From City	Number from City in Skill Training
Public Schools		
Boston Public Schools	21,375	8,579
Postsecondary		
Boston Public Schools	237	237
Massachusetts Bay Community College	392	4
Department of Labor		
MDTA	2,157	1,904
CEP	5,833	2,704
WIN	2,217	743
NYC II	444	170
OIC	4,813	731
MDTA-OJT	255	255
JOP	73	73
NAB-JOBS	710	710
Boston Public Schools - Adult	2,825	2,825

Basic education, transportation, and day care appeared to be the key ancillary services. MDTA, OIC, WIN, CEP, NAB-JOBS and NYC all had large basic education components. Approximately 45 percent of all WIN enrollees received basic education. There was no basic education or developmental program at Massachusetts Bay Community College.

There were no child day care facilities for postsecondary students. Because CEP, NYC II and OIC were all directly or indirectly sponsored by the Community Action Agency (ABCD), program enrollees had ready access to the day care facilities of the agency.

Table 5 shows the ancillary services provided by each of the skill training programs surveyed.

Characteristics of Students

At both the secondary and postsecondary levels whites constitute the majority of persons served, although in the secondary schools they constituted only 54 percent, while at Massachusetts Bay Community College, they represented 98 percent. 1/ A combined total of three percent Spanish surname was served by both secondary and postsecondary programs.

In five of the Federal manpower programs the percentage of whites exceeded that of Blacks. MDTA had the smallest percentage of Blacks of the programs with only 25 percent in the institutional program, and 33 percent in its OJT program. Administrators reported that the above was a result of the referrals by the Division of Employment Services. Usually they referred whites to MDTA and Blacks to CEP and OIC. Usually those individuals referred to MDTA were unemployed but were not severely disadvantaged in other respects. As can be seen in Table 6 all of the institutional programs, with the exception of OIC, reported that at least 20 percent of their enrollees were Spanish surname. The percentages were much lower in the three on-the-job training programs. Most of the programs had a fairly even distribution of males and females. The smallest percentage of females was reported by the MDTA program which included 32 percent in its institutional programs, and 26 percent in its on-the-job program.

Programs in Boston had little data on educational characteristics of enrollees. CEP reported that most of its enrollees had some high school while MDTA reported that 39 percent of its enrollees were high school graduates. No comparable data were available for WIN and NYC II. OIC and JOP reported that the average grade completed was nine, while OIC reported a fourth to fifth grade functional level and JOP a sixth to eighth grade functional level. NAB-JOBS reported that the average grade completed by its enrollees was 10.

1/ No racial or sex data were available on the postsecondary students in the Boston public school.

III. Overlap, Duplication and Gaps

As can be seen in Table 7, 58.2 percent of all enrollees in occupational training in Boston were enrolled in programs offered by more than one agency. The largest concentrations were in office machine operators, accounting clerk, administrative management, and communications system clerks, which together accounted for almost 47 percent of the enrollments in overlapping programs. Accounting, electronics, and cosmetology which together enrolled 1465 persons or 15.3 percent of those in overlapping programs were the only programs offered by all three levels.

Since secondary schools and Federal manpower programs are most likely training people at the same skill level, it is significant to note that 18 programs, enrolling a total of 8669 persons or 90.4 percent of the total overlap, were offered by high schools and manpower programs. The largest concentration of individuals was in the business and office area and the largest number of courses in the trade and industry area.

Programs Compared with the Local Labor Market

Seven of the skill training programs offered in Boston during FY 1971 were identified as surplus occupations by the Massachusetts State Employment Service. These seven programs enrolled 2028 persons or 16.6 percent of the total skill training enrollment (See Table B-1). The high schools offered programs in six of the seven surplus areas accounting for 99 percent of the skill training enrollment in surplus occupations.

Five of the skill training programs which were offered by more than one agency or overlapped, were in surplus occupational areas. These were electronics technology, drafting, accounting clerk, and electronics. These five programs account for 15.6 percent of the total occupational enrollment in Boston.

Table B-1

NUMBER AND PERCENT OF STUDENTS ENROLLED IN TRAINING FOR OCCUPATIONS FOR WHICH THERE IS A SURPLUS OF WORKERS

	Boston	
Skill Training Program	Number of Students Enrolled	Percentage of Total Number of Students Enrolled in All Skill Training Programs
Electronics Technology	25	.15
Drafting	143	.9
Administrative Management	1,136	6.9
Accounting Clerk	1,037	6.3
General Merchandise	170	1.0
Electronics	199	1.2
Construction Trades	18	.11
Total	2,728	16.6

Table B-2 lists offerings in skill training programs that have been identified as shortage occupations. There were fourteen occupational programs in shortage areas which accounted for 13.6 percent of Boston's total occupational enrollment. There were four additional shortage occupations with no related occupational offerings. There were physical therapy, occupational therapy, sheet metal, and brazing and soldering.

Table B-2

NUMBER AND PERCENT OF STUDENTS ENROLLED IN TRAINING FOR OCCUPATIONS FOR WHICH THERE IS A SHORTAGE OF WORKERS

Boston

Skill Training Programs	Number of Students Enrolled	Percentage of Total Number of Students Enrolled in All Skill Training Programs
Registered Nurse	86	1.0
Licensed Practical Nurse	223	1.4
Radiological Technology	12	*
Dental Assistant	29	.07
Dental Hygiene	1	*
Medical Laboratory Assistant	59	.34
Secretaries	299	1.8
Clerk-Typists/Clerical	1,269	7.6
Stenographer	3	.02
Nurse Aide	30	.2
Cooks	2	.01
Plumbing	34	.21
Welding	327	2.0
Machine Shop	203	1.0
Total	2,577	15.6

* Less than .01 percent

Programs Compared with Population Groups

Table C shows the number of Boston residents, by population group, during FY 1971.

Table C

COMPARISON OF POPULATION GROUPS IN CITY WITH NUMBERS OF THESE GROUPS IN SKILL TRAINING

Population Group		Total Number in City	Number Enrolled in Skill Training Programs	Percent Enrolled
Age	Race			
16-18	TOTAL	34,323	8,749	25.5%
	White	28,008	4,907	17.5
	Black	5,743	3,671	63.9
	Male	16,075	5,320	33.1
	Female	18,248	3,429	18.8
19-44	TOTAL	234,367	6,686	2.9
	White	191,178	3,552	1.9
	Black	38,113	2,930	7.7
	Male	108,895	3,469	3.2
	Female	125,472	2,980	2.4

Note: In each age group the total of Blacks and whites may be somewhat less than the grand total. This difference represents the number of other races, i.e., American Indian, Oriental, residing in the city. Totals of whites include persons of Spanish-surname.

Also, totals by sex and race for the 19 to 44 year age group excludes the 237 persons enrolled in the postsecondary programs in the public schools as this data was not available.

In both age groups percentages were considerably higher for Blacks and males than for whites and females. According to unpublished Census data, (1970) there were 515 persons of Spanish surname persons served by the public schools and NYC II we find that the participation rate for Spanish surname persons in this age group is 43.9 percent. If we separate these numbers out from the white totals, we find that the participation for whites goes from 17.5 to 16.2 percent. Approximately 37 percent of Spanish surname individuals in the 19 to 44 age group were enrolled in skill training programs. If we deduct these from the white participation rate, it drops from 1.9 to 1.1 percent.

Available data seem to indicate that in Boston, the enrollment rate of minorities in skill training programs is significantly higher than the rate for Whites. Given the absence of a major postsecondary vocational institution in the city, and the minority orientation of the Federal Manpower Programs, this is not surprising. It would seem to suggest that individuals who are out of school and cannot be certified as disadvantaged or cannot afford the cost of a private vocational school, are without opportunities for vocational training. There are limited opportunities outside the city at institutions like Massachusetts Bay Community College if one meets the demanding entrance requirements.

IV. Management, Administration, and Coordination

Vocational administrators felt that they were understaffed at the local level and were faced with formidable problems in expanding and improving skill training programs in the city schools. As mentioned earlier in this report, these included length of time and difficulty in getting approval for news programs, lack of funds for construction or alterations of facilities and lack of funds to replace or repair equipment. They also reported that it was difficult to get data and program information for program planning.

Administrators of manpower programs reported they were hampered by excessive and unclear Federal guidelines for their programs. Most felt that funding and training opportunities were insufficient for the number needing training. Several programs reported inadequate services such as child care and counseling. Even though basic education was available, more advanced educational courses to prepare individuals for training in the health and technical areas was difficult for these programs to arrange.

Most of the administrators we interviewed had general comments about the economy but did not have much information about specific job opportunities. This problem was highlighted in the interview with the Cooperative Area Manpower Planning System (CAMPS) chairman. In the previous year, some of the health programs were eliminated even though the CAMPS committee had put a high priority on such training, based on local labor market needs. At the same time, other courses such as clerical and television repair were continued. The CAMPS chairman felt that communication and coordination between the various programs was much less than desirable.

V. Summary

Skill training programs in Boston are concentrated heavily in the office occupations and trade and industry. There are very few offerings in the health, technical, and gainful home economics areas. Many of these programs, especially in the Office area appear to be the same skill level although they are offered to different target groups. Some of the occupations these programs train for are surplus in the Boston area. At the same time, there is little training in many of the occupations for which there is a shortage of workers.

This seems to indicate a lack of planning, especially in terms of the labor market for these programs. The overemphasis on certain occupational areas denies many individuals of opportunities for job training which might be more to their interest and in which they would more likely find employment.

Because of these factors, it appears that there is both duplication and lack of coordination of skill training programs in Boston. The interviews also indicated some animosity and distrust among programs that inhibits efforts to improve the situation. Though there were significant gaps in training available, it appears that more than increased funding is needed. An atmosphere of cooperation and coordination must be developed and program administrators must be given adequate data and assistance in planning programs for both individual and labor market needs.

Table 1

Boston

TOTAL NUMBER OF STUDENTS ENROLLED AND TOTAL NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL TRAINING IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS

INSTITUTION/AGENCY	TOTAL ENROLLED	NUMBER ENROLLED FROM CITY	NUMBER IN OCCUPATIONAL TRAINING (1)	NUMBER FROM CITY IN OCCUPATIONAL TRAINING
Boston Public Schools	21,375	21,375	8,579	8,579
Boston Public Schools - Postsecondary	237	237	237	237
Massachusetts Bay Community College	1,418	392	1,278	367
Manpower Development and Training Act - Institutional	2,540	2,159	2,240	1,904
Concentrated Employment Program	5,833	5,833	2,804	2,704
Work Incentive Program	2,280	2,217	797	743
Neighborhood Youth Corps - II	444	444	168	170
Opportunities Industrial Center	4,813	4,813	731	731
Manpower Development and Training Act - On-The-Job Training	300	255	300	255
Jobs Optional Program	73	73	73	73
National Alliance of Businessmen - Job Opportunities in the Business Sector	946	710	946	710
Boston Public Schools - Adult			2,825	2,825

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(1) Three hundred and sixty-six enrollees in the Concentrated Employment Program who were trained at Opportunities Industrial Center are included in the enrollments of both agencies.

Table 2

Boston

OCCUPATIONAL OFFERINGS IN PUBLIC INSTITUTIONS BY TYPE AND ENROLLMENT

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Boston Public Schools - Secondary	
Agriculture Production	79
Apparel and Accessories	603
Finance and Credit	329
General Merchandise	170
Insurance	349
Accounting and Computing	902
Business Data Processing Systems	958
Filing and Office Machines	1,164
Information Communication Occupations	943
Supervisory and Administrative Management	1,124
Automobile Body and Fender	30
Automobile Mechanic	310
Commercial Art Occupations	45
Carpentry	32
Plumbing and Pipefitting	34
Construction and Maintenance	18
Drafting Occupations	19
Electrical Occupations	376
Electronic Occupations	45
Graphic Arts Occupations	157
Metalworking Occupations	197
Metalurgy Occupations	174
Cosmetology	93
Quantity Food Occupations	127
Textile Production and Fabrics	78
Upholstering	37
Woodworking Occupations	186
TOTAL	8,579
Boston Public Schools - Postsecondary	
Cosmetology	43
Dental Assistant	15
Electronic Technology	21
Machine and Tool Design	20
Mechanical Technology	17
Vocational Nursing (Licensed Practical Nurse)	121
TOTAL	237
Massachusetts Bay Community College	
Secretarial Science	258
Nursing	80
Business Administration	150
Marketing	134
Electronics	31

Table 2
(Continued)

Boston

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Massachusetts Bay Community College (Cont'd)	
Accounting	66
Fire Science	327
Law Enforcement	138
Child Care	94
TOTAL	1,278
Boston Public Schools - Adult	
Automobile Mechanic	104
Aviation Occupation	27
Blueprint Reading	67
Carpentry	324
Masonry	137
Plumbing and Pipefitting	417
Construction and Maintenance	172
Drafting	14
Electrical Occupations	537
Graphic Arts	146
Metal Working Occupations	264
Metalurgy	436
Quantity Food Occupations	16
Trades and Industry, General	164
TOTAL	2,825

Table 3

Boston

OCCUPATIONAL OFFERINGS IN FEDERAL MANPOWER OR EDUCATIONAL PROGRAMS: BY TYPE, ENROLLMENT, AND AGENCY PROVIDING TRAINING

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED	AGENCY PROVIDING TRAINING
	Manpower Development and Training Act Institutional Training	
Medical Laboratory Assistant	54	Northeastern University
Licensed Practical Nurse	92	Boston Trade School
Automobile Mechanic	31	Boston Manpower Skills Center
Automobile Mechanic	36	Boston South Skills Center
Television Service and Repairman	19	Boston Trade School
Television Service and Repairman	41	Boston Skill Center
Automobile Body Repairman	76	Boston Skill Center
Automotive Occupations	77	Boston Skill Center
Clerical Occupations	436	Boston Skill Center
Clerical Occupations	19	Boston Skill Center
Clerical Cluster	407	Boston Skill Center
Welding Occupations	207	Boston Skill Center
Metal Machining Occupations	109	Boston Skill Center
Sheet Metal Worker	15	Boston Skill Center
Radiological Technician	8	Northeastern University
Orthopedic Cast Specialist	15	New England Hospital
Surgical Technician	16	Dimock Community Health Ctr.
Tissue Technologist	10	New England Hospital
Nurse's Aide	30	New England Hospital
Dental Aide	18	New England Hospital
Transcribing Machine Operator	28	New England Hospital
Homemaker, Commercial	64	Women's Service Club
Accounting Clerk	51	Suffolk County House of Correction
Draftsmen	59	Suffolk County House of Correction
Individual Referrals	191	Private
Draftsmen	5	Private
Computer Programmers	17	Private
Medical Laboratory Assistant	1	Private
Radiological Technician	3	Private
Dental Assistant	5	Private
Licensed Practical Nurse	1	Private
Court Reporter	4	Private
Tabulating Machine Operator	1	Private
Cosmetology	64	Private
Air Conditioning/Refrigeration	2	Private
Television Repair	20	Private
Electrical Repair	4	Private
Oil Burner Repair	2	Private
Electronic Mechanic	2	Private
TOTAL	2,240	

(Continued)

Boston

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED	AGENCY PROVIDING TRAINING
Concentrated Employment Program		
Offset Printing	60	South Boston Skill Center
Keypunch	50	South Boston Skill Center
General Clerical	216	Dorchester Occupational Center
Upholstery	50	Dorchester Occupational Center
Automobile Body	45	Dorchester Occupational Center
Welding	120	Dorchester Occupational Center
Automobile Mechanics	130	Uphams Corner Skill Center
Electronics	45	Uphams Corner Skill Center
Occupational Training, Not Specified	1,485	Various
TOTAL	2,201	
Concentrated Employment Program - (New Careers)		
Teacher Aide Trainee	38	Various Day Care Centers
Youth Worker Trainee	11	Boy Scouts of America, Etc.
Psychiatric Aides	3	Columbia Point Health Center
Juvenile Counselor	7	Youth Service Boards
Community Workers	11	Y.M.C.A., various others
Neighborhood Workers	13	Neighborhood Clinics, Etc.
Child Care Assistants	7	Child Care Centers
Administrative Assistant Trainee	11	EPIC Company
Research Investigator	2	Office of the Attorney-General
Broadcasting Trainee	4	Station WBUR
Counselor Trainee	2	Simmons College
Supervisor Trainee	2	Y.M.C.A., Project 50, Etc.
House Manager Trainee	2	Saint Jude Home for Men
Field Representative	2	Self-Development Group
Community Organizer	8	Urban League, Veterans Organizatio
Counselor Manager Trainee	1	J. F. Gavin House
Manager Trainee	3	Flynn House
Youth Activities Trainee	6	Young Women's Leadership Program
Tenant Relations Specialist Trainee	4	South End Tenant's Management
Director Trainee	3	Boston Council on Alcoholism
Research Counselor	2	United Community Const. Workers
Community Health Trainee	5	Morgan Memorial Hospital
TOTAL	147	
Concentrated Employment Program - Opportunities Industrial Center		
Automobile Mechanic	90	Opportunities Industrial Center
Offset Printing	45	Opportunities Industrial Center
Telephone Operators	36	Opportunities Industrial Center
General Clerical	105	Opportunities Industrial Center
Keypunch	60	Opportunities Industrial Center
Business Machine Operators	60	Opportunities Industrial Center
Electronics	60	Opportunities Industrial Center
TOTAL	456(1)	

(1) With the exception of 90 Automobile Mechanics who were being trained by a subcontractor to Opportunities Industrial Center, all of the Concentrated Employment Program enrolle referred to OIC were being trained at that facility, and were included in Table 3 as such.

Table 3
(Continued)

Boston

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED	AGENCY PROVIDING TRAINING
	Work Incentive Program	
Tractor Trailer Driver	1	East Coast Tractor Trailer
Tractor Trailer Driver	15	Allied Tractor Trailer
Data Processing	1	Andover Institute
Data Processing	1	Bryant and Stratton
Scientific Data Processing	1	Computer Institute
Secretarial	4	Bay State Community College
Secretarial	16	Bryant and Stratton
Clerical Secretary	1	Andover Institute
Executive Secretary	1	Burdett College
Secretarial	3	Chandler School for Women
Legal Secretary	1	Chamberlayne Junior College
Executive Secretary	1	Newbury School of Business
Executive Secretary	1	Quincy Junior College
Court Stenographer	2	Touch Shorthand Academy
Stenotype	1	Touch Shorthand Academy
Keypunch	5	Victor Business School
Court/Conference Reporting	1	Emery School
Accounting	1	Bentley College
Accounting	17	Bryant and Stratton
Licensed Practical Nurse	4	Boston City Hospital
Licensed Practical Nurse	2	Lemuel Shattuck Hospital
Licensed Practical Nurse	1	Sheppard Gill Hospital
Licensed Practical Nurse	1	Trade High School for Girls
Licensed Practical Nurse	1	Yonville Hospital
Registered Nurse	1	Boston City Hospital
Registered Nurse	1	Lawrence Memorial Hospital
Registered Nurse	2	Massachusetts Bay Community Col.
Registered Nurse	1	Newton Junior College
Registered Nurse	1	Quincy City Hospital
Psychiatric Nurse	1	Peter Bent Bingham Hospital
Inhalation Therapist	6	Massachusetts General Hospital
Dental Technology	2	New England School of Mechanical Dentistry
Dental Assistant	2	Boston University
Dental Hygienist	1	Forsyth Dental Center
Dental Assistant	7	Northeastern University - Tufts
Radiologic Technician	1	Northeastern University
Early Childhood Education	1	Wheelock College
Teacher's Aide	1	Graham Junior College
Technical Computer Electronics	1	Bryant and Stratton
Electronic Technician	5	Massachusetts Radio and Electronics
Electronics	2	Northeast Inst. of Indep. Tech.
Radio and Television Electronics	1	Slyvania Technical School
Electronic Technician	1	Wentworth Institute
Marketing	5	Bryant and Stratton
Management	1	Bryant and Stratton
Finance	1	Bryant and Stratton
Hairdressing	1	Jean Cappy Incorporated
Hairdressing	3	Dale Academy
Hairdressing	8	LeBaron School of Hair Fashion
Hairdressing	2	Newton School

Table 3
(Continued)

Boston

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED	AGENCY PROVIDING TRAINING
Neighborhood Youth Corps - II (Cont'd)		
Floor Servicing	6	Not Available
Carpentry	25	Not Available
Dress Design	6	Not Available
Food Preparation	6	Not Available
Consumer Education	6	Not Available
Secretarial	13	Not Available
Clerk Typists	20	Not Available
Keypunch Operators	10	Not Available
Bookkeeping	10	Not Available
Switchboard	11	Not Available
TOTAL	168	
Opportunities Industrial Center		
Drafting	58	Opportunities Industrial Center
Clerical	169	Opportunities Industrial Center
Keypunch	143	Opportunities Industrial Center
Telephone Operator	95	Opportunities Industrial Center
Business Machine Operator	71	Opportunities Industrial Center
Electronics	65	Opportunities Industrial Center
Offset Printing	130	Opportunities Industrial Center
TOTAL	731	

Table 4
(continued)

Boston

Occupational Offerings	Total	High School	Postsecondary	Department of Labor
Machine and Tool Designer	20		20	
Oil Burner Service	5			5
Appliance Service	5			5
Mortuary Science	1			1
Air Conditioning/Refrigeration	6			6
Commercial Art	45	45		
Plumbing	34	34		
Construction Trades	18	18		
Metallurgy	174	174		
Quantity Food Occupations	138	127		11
Textile Production	78	78		
Woodworking	186	186		
Floral Design	1			1
Electronics	199	45	31	123
Drafting	143	19		124
Graphic Arts	360	157		203
Electricity	385	376		9
Diesel Mechanic	315	310		5
Business Machine Repair	15			15
Floor Servicing	6			6
Sheet Metal	15			15
Automobile Mechanics	341			341
Carpentry	66	32		34
Radio and Television Repair	86			86
Automobile Body Repair	151	30		121
Automotive Services	77			77
Welding	327			327
Metal Machining	109			109
Machine Shop	203	197		6
Upholstery	87	37		50
Barbering	11			11
Cosmetology	229	93	43	93
Electrology	1			1
Cook/Chef	2			2
Dog Grooming	1			1
Occupational Programs, Various	2,192			2,192
TOTAL	16,468	8,579	1,515	6,374 (1)

(1) This total (6,374) does not include the 366 Concentrated Employment Program enrollees trained by Opportunities Industrial Center.

Table 4

Boston

SUMMARY OF OCCUPATIONAL OFFERINGS AND NUMBER OF STUDENTS SERVED BY SECONDARY, POSTSECONDARY, AND DEPARTMENT OF LABOR PROGRAMS

Occupational Offerings	Total	High School	Postsecondary	Department of Labor
Agricultural Production	79	79		
Marketing	139		134	5
Finance and Credit	330	329		1
General Merchandising	170	170		
Insurance	349	349		
Apparel and Accessories	611	603		
Tractor Trailer Driver	16			
Licensed Practical Nurse	223		121	102
Radiological Technology	12			12
Orthopedic Assistant	15			15
Surgical Technician	16			16
Tissue Technologist	10			10
Nurse's Aide	30			30
Dental Aide	18			18
Rigistered Nurse	86		80	6
Psychiatric Nurse	1			1
Psychiatric Aide	3			3
Inhalation Therapist	6			6
Dental Technician	2			2
Dental Assistant	29		15	14
Dental Hygienist	1			1
Medical Laboratory Assistant	59			59
Care and Guidance of Children	102		94	8
Home Furnishings	2			2
Home Economics, Gainful	70			70
Clerical	1,249			1,249
Keypunch	208			208
Communications Systems Clerk	1,049	943		106
Office Machine Operators	1,269	1,164		105
Secretarial	299		258	41
Clerk Typist	20			20
Bookkeeping	10			10
Accounting Clerk	1,037	902	66	69
Stenography	3			3
Court Reporting	5			5
Data Processing	961	958		3
Computer Programming	18			18
Business Administration	150		150	
Administrative Management	1,136	1,136		12
Social Service Aide	84			84
Teacher Aide	39			39
Electronics Technology	25		21	4
Aviation Technology	1			1
Radio and Television Broadcasting	6			6
Mechanical Technology	19		17	4
Fire Science	327		327	
Police Science	138		138	

Table 3
(Continued)

Boston

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED	AGENCY PROVIDING TRAINING
Work Incentive Program (Cont'd)		
Hairdressing	4	Mansfield Beauty Academy
Hairstyling	1	New England Barber School
Barbering	9	Massachusetts School of Barbering
Barbering	2	New England Barber School
Cosmetology and Manicuring	5	Wilfred Academy
Cosmetology	5	LeBaron School of Hair Fashion
Air Reservations	1	Cinderella Career and Finishing Schoo
Machine Operator	1	Community Workshop
Food Preparation	4	Massachusetts Farmer's Sch. of Cooker
Food Service	1	Community Workshops
Cook	2	Massachusetts Farmer's Sch. of Cooker
Dog Grooming	1	Margus Pet Shop
Aviation Technician	1	Northeastern University
Radio Technician	1	International Telephone and Telegraph
Electronic Technician	5	Massachusetts Radio and Electronics
Radio and Television Technician	5	Massachusetts Trades Shop School
Radio and Television Broadcasting	2	New England School of Broadcasting
Mechanical Engineering Technology	2	Wentworth Institute
Calculating Machine Operator	5	Victor Business School
General Clerk	1	Community Workshops
Automobile Mechanic	34	Massachusetts Trades Shop School
Architectural Engineering	4	Massachusetts Trades Shop School
Machine Shop	4	Massachusetts Trades Shop School
Oil Burner Service	1	Massachusetts Trades Shop School
Tool Engineering	1	Massachusetts Trades Shop School
Basic Mechanical Drafting	2	Massachusetts Trades Shop School
Modeling, Finishing	2	Carole Mashe
Appliance Service	5	Northeastern Appliance Service
Embalming Science	1	New England School of Embalming
Air Conditioning/Refrigeration	4	Northeastern Inst. of Indep. Technolo
Oil Burner Service	2	Northeastern Inst. of Indep. Technolo
Medical Laboratory Assistant	4	Northeastern University
Interior Design	1	New England School of Art
Interior Design	1	Vesper George School of Art
Carpentry	9	North Bennett State Incorporated
Offset Printing	3	North Bennett State Incorporated
Computer Programming	1	Plus School of Business
Floral Design	1	Rittners
Electrology	1	Eleanor Roberts School of Electrology
Other WIN Training	516	Various
TOTAL	797	
Neighborhood Youth Corps - II		
Electrician	5	Not Available
Diesel Mechanic	5	Not Available
Automobile Mechanic	20	Not Available
Typewriter Repair	5	Not Available
Offset Printing	10	Not Available
Business Machine Repair	10	Not Available

Table 5

Boston

DISTRIBUTION OF OCCUPATIONAL ENROLLMENTS
BY LEVEL AND AREA

	Secondary	Postsecondary	Department of Labor
Agriculture	1.0%	----	----
Distributive Education	16.9%	8.8%	0.5%
Health	----	14.3	4.6
Home Economics (gainful)	----	6.2	1.2
Business Office	59.3	31.3	29.0
Technologies	----	34.5	2.4
Trade and Industry	22.8	4.9	27.9
Other	----		34.4
Total	100.0%	100.0%	100.0%

Table 6

Boston

PROGRAM ENROLLMENTS BY OFFERING AGENCY AND POPULATION GROUPS SERVED

Institution/Agency	Total	Black	White	Spanish Surname	Other
Boston Public Schools	100%	42%	54%	2%	2%
Male	61%				
Female	39%				
Massachusetts Bay Community College	100	1	98	1	
Male	53				
Female	47				
Manpower Development and Training Act	100	25	50	24	1
Male	68				
Female	32				
Concentrated Employment Program	100	50	25	25	
Male	50				
Female	50				
Work Incentive Program	100	43	35	22	
Male	46				
Female	54				
Neighborhood Youth Corps II	100	40	28	32	
Male	51				
Female	49				
Jobs Optional Program	100	35	60	5	
Male	60				
Female	40				
National Alliance of Businessmen-Job Opportunities in the Business Sector	100	71	21	8	
Male	67				
Female	33				
Manpower Development and Training Act-On-The-Job Training	100	33	63	4	
Male	74				
Female	26				
Opportunities Industrial Center	100	97		3	
Male	39				
Female	61				

Table 4

Boston

SUMMARY OF OCCUPATIONAL OFFERINGS AND NUMBER OF STUDENTS SERVED BY SECONDARY, POSTSECONDARY, AND DEPARTMENT OF LABOR PROGRAMS

OCCUPATIONAL OFFERINGS	TOTAL	HIGH SCHOOL	POSTSECONDARY	DEPARTMENT OF LABOR
Agricultural Production	79	79		
Marketing	139		134	5
Finance and Credit	330	329		1
General Merchandising	170	170		
Insurance	349	349		
Apparel and Accessories	611	603		8
Tractor Trailer Driver	16			16
Licensed Practical Nurse	223		121	102
Radiological Technology	12			12
Orthopedic Assistant	15			15
Surgical Technician	16			16
Tissue Technologist	10			10
Nurse's Aide	30			30
Dental Aide	18			18
Registered Nurse	86		80	6
Psychiatric Nurse	1			1
Psychiatric Aide	3			3
Inhalation Therapist	6			6
Dental Technician	2			2
Dental Assistant	29		15	14
Dental Hygienist	1			1
Medical Laboratory Assistant	59			59
Care and Guidance of Children	102		94	8
Home Furnishings	2			2
Home Economics, Gainful	70			70
Clerical	1,249			1,249
Keypunch	208			208
Communications Systems Clerk	1,049	943		106
Office Machines Operators	1,269	1,164		105
Secretarial	299		258	41
Clerk Typist	20			20
Bookkeeping	10			10
Accounting Clerk	1,037	902	66	69
Stenography	3			3
Court Reporting	5			5
Data Processing	961	958		3
Computer Programming	18			18
Business Administration	150		150	
Administrative Management	1,136	1,124		12
Social Service Aide	84			84
Teacher Aide	39			39
Electronics Technology	25		21	4
Aviation Technology	1			1
Radio and Television Broadcasting	6			6
Mechanical Technology	19		17	2
Architectural Technology	4			4
Fire Science	327		327	
Police Science	138		138	

Table 4
(Continued)

Boston

OCCUPATIONAL OFFERINGS	TOTAL	HIGH SCHOOL	POSTSECONDARY	DEPARTMENT OF LABOR
Machine and Tool Designer	20		20	
Oil Burner Service	5			5
Appliance Service	5			5
Mortuary Science	1			1
Air Conditioning/Refrigeration	6			6
Commercial Art	45	45		
Plumbing	34	34		
Construction Trades	18	18		
Metallurgy	174	174		
Quantity Food Occupations	138	127		11
Textile Production	78	78		
Woodworking	186	186		
Floral Design	1			1
Electronics	199	45	31	123
Drafting	143	19		124
Graphic Arts	360	157		203
Electricity	385	376		9
Diesel Mechanic	315	310		5
Business Machine Repair	15			15
Floor Servicing	6			6
Sheet Metal	15			15
Automobile Mechanics	341			341
Carpentry	66	32		34
Radio and Television Repair	86			86
Automobile Body Repair	151	30		121
Automotive Services	77			77
Welding	327			327
Metal Machining	109			109
Machine Shop	203	197		6
Upholstery	87	37		50
Barbering	11			11
Cosmetology	229	93	43	93
Electrology	1			1
Cook/Chef	2			2
Dog Grooming	1			1
Occupational Programs, Various	2,192			2,192
TOTAL	16,468	8,579	1,515	6,374*

*Three hundred and sixty six enrollees in the Concentrated Employment Program who were trained at the Opportunities Industrial Center and reported by both agencies in Table 3's have been included in this total only once.

Table 4A

Boston

DISTRIBUTION OF OCCUPATIONAL ENROLLMENTS BY LEVEL AND AREA

	SECONDARY	POSTSECONDARY	DEPARTMENT OF LABOR
Agriculture	1.0%	---	---
Distributive Education	16.9	8.8%	0.5%
Health	---	14.3	4.6
Home Economics (gainful)	---	6.2	1.2
Business & Office	59.3	31.3	29.0
Technoicalies Education	---	34.5	2.4
Trade & Industry	22.8	4.9	27.9
Other	---	---	34.4
TOTAL	100.0%	100.0%	100.0%

CITY Boston

TABLE 5

SUMMARY OF SELECTED SERVICES AVAILABLE BY PROGRAM

AGENCY/INSTITUTION	VOCATIONAL GUIDANCE	COUNSELING	ADULT BASIC EDUCATION AND REMEDIAL EDUCATION	ENGLISH AS A SECOND LANGUAGE	LEGAL AID	CHILD DAY CARE	TRANSPORTATION	HEALTH SERVICES	JOB DEVELOPMENT AND PLACEMENT
Boston Public Schools		I							I
Massachusetts Bay Community College		I							I
MDTA - Institutional	I	I	I				I	I	I
CEP	I	I	I			X		I	I
WIN	X	I	I			I	I	I	I
NYC II	X	I	I					I	I
OIC	I	I	I				I		I
MDTA - OJT		I							I
JOP		I							I
NAB-JOBS		I	I			I	I	I	I

I = Provided by Program
X = Available by Referral
* Insufficient Information

Table 6

Boston

PROGRAM ENROLLMENTS BY OFFERING AGENCY AND POPULATION GROUPS SERVED

INSTITUTION/AGENCY	TOTAL	BLACK	WHITE	SPANISH SURNAME	OTHER
Boston Public Schools	100%	42%	54%	2%	2%
Male	61%				
Female	39%				
Massachusetts Bay Community College	100	1	98	1	
Male	53				
Female	47				
Manpower Development and Training Act	100	25	50	24	1
Male	68				
Female	32				
Concentrated Employment Program	100	50	25	25	
Male	50				
Female	50				
Work Incentive Program	100	43	35	22	
Male	46				
Female	54				
Neighborhood Youth Corps II	100	40	28	32	
Male	51				
Female	49				
Jobs Optional Program	100	35	60	5	
Male	60				
Female	40				
National Alliance of Businessmen-Job Opportunities in the Business Sector	100	71	21	8	
Male	67				
Female	33				
Manpower Development and Training Act-On-The-Job Training	100	33	63	4	
Male	74				
Female	26				
Opportunities Industrial Center	100	97		3	
Male	39				
Female	61				

Table 7

Boston

NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY

OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY	NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY	PRECENTAGE OF TOTA NUMBER OF STUDENT ENROLLED IN ALL OCCUPATIONAL PROGRA
Marketing	139	0.8%
Finance & Credit	330	2.0
Apperal & Accessories	611	3.7
Licensed Practical Nurse	223	1.4
Registered Nurse	86	0.5
Denatl Assistant	29	0.2
Care & Guidance of Children	102	0.6
Communications Systems Clerk	1,049	6.4
Office Machines Operators	1,269	7.7
Secretarial	299	1.8
Accounting Clerk	1,037	6.3
Data Processing	961	5.8
Administrative Management	1,136	6.9
Electronics Technology	25	0.2
Mechanical Technology	19	0.1
Quantity Food Occupations	138	0.8
Electronics	199	1.2
Drafting	143	0.9
Graphic Arts	360	2.2
Electricity	385	2.3
Disel Mechanic	315	1.9
Carpentry	66	0.4
Automobile Body Repair	151	0.9
Machine Shop	203	1.2
Upholstery	87	0.5
Cosmetology	229	1.4
TOTAL	9,591	58.2

SECTION 4

CHARLOTTE

I. Introduction:

The city of Charlotte is the largest single city in the Carolinas. It is located in the center of an area known as the Piedmont Industrial Crescent, an industrialized belt of small and medium size cities extending some 250 miles through North and South Carolina. The city has a population of 241,178, but more than 2 million people reside within 75 miles of the city.

Thirty percent of Charlotte's inhabitants are Black, with no other significantly large minority groups. While slightly more than 11 percent of the families have less than poverty level income, the percentage goes to 29 percent for Black families.

Historically, Charlotte is a healthy labor market area. The 1970-71 recession had little impact on employment with the unemployment rate rising from 1.9 percent in 1969 to 2.7 percent in 1970 and 1971. Surveys of the CEP target area, the area of highest unemployment, pointed to unemployment rates of only slightly more than 8%.

Charlotte is known as a textile and apparel center. However, these two industries have been in a state of relative decline in recent years. Manufacturing (23 percent of 1970 employment) has shown the slowest growth. Employment in trade (27 percent), service (13 percent), construction (8 percent), finance (7 percent) and government (11 percent) have steadily increased over the decade.

II. Occupational Education in Charlotte:

There is a very strong program of occupational education in the Charlotte secondary schools. Over 46 percent (8,016) of their senior high students are in occupational programs (including Home Economics). This does not include 4,664 students in office programs and courses which are not reimbursed with state and federal funds. The local district contributed $1,029,662 or 45 percent of the total budget for vocational education last year.

Charlotte has also established a career education program in it's middle school or junior high.

Post secondary occupational education is provided by Central Piedmont Community College, which is located near the downtown area. The college is regarded as one of the most progressive community colleges in the nation. Instruction is individualized and heavy use is made of educational hardware such as computerized instruction and audio-tutorial systems. Central Piedmont operates the adult vocational program and also provides training for the various Department of Labor programs including MDTA.

The college usually requires that a person be 18 or a high school graduate, however, they will accept applicants down to age 16 who have been out of school 6 months. Tuition for career programs is $32.75 per quarter for residents.

A total of eight federal manpower programs served residents of Charlotte during FY 71. The Opportunities Industrial Center was merged with the manpower arm of the Community Action Agency, (CAA), to form the OIC-Charlotte Bureau of Training. NYC II, OIC and CEP are all sponsored by the OIC-Charlotte Bureau of Training.

The secondary schools provide 54 percent of preparatory occupational training in Charlotte, the community college 35 percent, and Department of Labor programs 11 percent.

TABLE A

NUMBER OF STUDENTS ENROLLED IN SKILL TRAINING IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS

CHARLOTTE

Institution/Agency	Number Enrolled from City	Number from City in Skill Training
Institution/Agency		
Charlotte-Mecklenberg Public Schools	17,340[1]	5,576[1]
Central Piedmont Community College	7,994	3,414
MDTA	43	43
CEP	1,523	384
WIN	246	85
NYC II	334	113
OIC	1,480	402
MDTA-OJT	28	28
JOP	0	0
NAB-JOBS	504	504
Central Piedmont Community College-Adult Education	2,346	338

[1] A combined city-county school system serves students from the City of Charlotte. Charlotte students could not be separately identified but they constitute the bulk of enrollments.

NOTE: One hundred and eleven Neighborhood Youth Corps II enrollees are trained by Opportunities Industrial Center and 209 other Department of Labor enrollees are trained by the Community College. In computing total enrollment for all skill training programs, these numbers should be subtracted from the total to avoid double counting.

Occupational Offerings:

Occupational training is offered in 25 areas in the secondary schools. The largest enrollment is in computer programming which enrolls 1,400 or

27 percent of the total secondary enrollment. General distributive education courses enroll 571 or 11 percent with another 315 or 6 percent in fashion merchandising.

The community college offers training in approximately 29 areas with the most enrollments in business administration (1,069 or 18 percent). They also have 615 or almost 11 percent of their enrollments in the secretarial program.

The community college also provides at least 24 percent of the training for Federal manpower programs (MDTA, NYC II, CEP). Specific program enrollments and source of training were not available from the WIN Program. Charlotte has a very active OIC which provides its own training in eleven areas and also does training for other Federal manpower programs. The clerk-typist program enrolls 199 or almost 19 percent of all Federal manpower enrollees.

Supportive Services:

The North Carolina Bureau of Employment Security provides supportive services for all Federal manpower programs except NYC II. OIC, as an independent community group, provides its own package of services and also provides supportive services for NYC II, which it sponsors.

Basic education was available in all Federal manpower programs except the OJT programs. Most of these programs contracted with Central Piedmont Community College for this service. As Central Piedmont has an open door policy, they have an extensive basic or remedial education program. They also provide counseling, vocational guidance, limited day-care (through a child-care program), job development, placement, follow-up, and financial aids to disadvantaged students. The only program that provided any medical care was the OIC.

Characteristics of Students:

Sixty-one percent of the students in the secondary schools are white. At the community college, the percentage of white students is 70. In contrast, the Federal manpower programs are predominantly black (NYC II - 98 percent, CEP - 97 percent, WIN - 98 percent, MDTA - 77 percent). NAB-JOBS is 84 percent Black and MDTA-OJT is only 20 percent Black.

As in most cities we visited the adult program is predominately white---about 70 percent.

Secondary programs are divided fairly evenly between males and females but more males (61 percent) than females (39 percent) are enrolled in the community college.

Most of the Federal manpower programs enroll more women than men (NYC II - 71 percent, OIC - 67 percent, CEP - 54 percent, MDTA - 65 percent, WIN - 95 percent). However, the OJT programs and the Adult program enroll mostly males. (See Table 6 for complete details).

III. Overlap, Duplication, and Gaps:

Eleven programs are offered by more than one institution in Charlotte. However, in two of them the amount of overlap is insignificant. In these two (cabinet making and quantity goods), most of the enrollments are in secondary programs with a total of five more enrolled in Federal manpower programs. Much of the overlap is between the secondary schools and the community college. Programs to train computer operators are offered at both institutions and enroll a total of 1,564 students or 13 percent of the total occupational enrollment in the city. Auto mechanics enrolled a total of 626 or a little over 5 percent of the total enrollment and was offered at both the secondary and post secondary level.

The major overlaps between secondary and Federal manpower programs were in cosmetology, electricity, and tailoring. These enrolled 514 students or 4 percent of the total enrollments. Most of these were in secondary programs (392). The overlap between post secondary and Federal manpower programs were primarily in a clerk-typist program in which there were 149 at the community college and 199 more in Federal manpower programs.

Some of the programs offered in the secondary schools and in the community college are probably at different skill levels and are serving quite different populations.

Programs Compared with the Local Labor Market:

Examining the list of unfilled job openings in the Charlotte area, we find that 3,561 students are enrolled in programs where there are a number of standing job orders without qualified applicants. This represents almost 31 percent of total enrollments in occupational programs. While this represents only those job openings actually registered with the employment service, no other data was available.

The number of students enrolled in data processing and computer operator was very high in relation to the number of openings. However, many job openings in this field are never registered with the employment service. The fact that openings were listed probably is indicative of a heavy demand in the area.

Data on surplus occupations for Charlotte was unavailable. This was because their unemployment rate has been very low and there were no significant backlogs of workers. However, they did report that they had considerable difficulty in placing women, especially when they were untrained or partially trained.

While there are some overlaps in program offerings in Charlotte, the fact that most of the programs are operating in a labor market where they can place the majority of their completers, makes this justified. For the most part, programs that are at different institutions are serving different populations and as long as they are able to place all their completers, this is probably a desirable duplication. In some of the business and office areas, they may be a question of emphasis. However, since Charlotte is a commercial and trade area, this is probably justified.

On the basis of available data, there does not seem to be any undesirable duplication of program efforts in Charlotte. As in most cities, there are gaps. Even with an unusually large enrollment in vocational programs, the secondary administrators felt there were many more students who both needed and desired programs. The community college also found that there were more applicants than space. The Federal manpower programs had difficulty in recruiting males, but had more females than available training or jobs.

TABLE B-2

NUMBER AND PERCENT OF STUDENTS ENROLLED IN TRAINING
FOR OCCUPATIONS FOR WHICH THERE IS A SHORTAGE OF WORKERS

CHARLOTTE

Skill Training Program	Number of Students Enrolled	Percent of Total Numbe of Students Enrolled All Skill Training Programs
Secretarial	615	5.0%
Typists	348	3.0%
Data Processing	307	2.6%
Computer Operator	1,594	13.0%
Salesmanship	53	.5%
Quantity Food Occupation	49	.4%
Police Science	393	3.0%
Chemical Technology	35	.3%
Welding	118	1.0%
Carpentry	32	.3%
Traffic & Transportation Clerk	47	.4%
TOTAL	3,591	31.0%

Programs Compared to Population Group:

Almost 40 percent (5267) of young people in the age group 16-18 are enrolled in occupational programs. Most of these (5159) are enrolled in secondary programs. Almost 38 percent of the whites and 44 percent of the Blacks in this age group are enrolled. The NYC II program increases the participation rate for Blacks as it is 98 percent Black.

Of the age group 19-44, we find that 4.8 percent (4,328) are enrolled in occupational programs. Of the total white population in this age group, 3.8 percent or 2422 are enrolled in either post secondary on Federal manpower programs. These same programs enroll 7.5 percent or 1906 of the Blacks in this age group. The Community College programs serve the majority of the whites, while Federal manpower programs serve mostly Blacks.

Were it not for the Federal manpower programs, it is clear that Blacks would be receiving a level of services well below whites in Charlotte. While the level of services may not be adequate for either Blacks or whites, these programs have provided an opportunity for many more Blacks to receive job training than before. Because some Federal manpower training is done in the community college, it appears that the Federal manpower programs have been responsible for much of the Black participation in the community college programs.

In both age groups fewer women receive training than males. It is evident that Federal manpower programs with their array of supportive services have played an important part in improving job training opportunities for Blacks and for females.

The availability of basic education and other remedial courses, financial assistance, counseling, child-care, and placement services have opened previously closed doors and assisted many disadvantaged individuals.

The presence of remedial education, counseling, and financial assistance has also made it possible for more disadvantaged students to enroll in programs at the community college. Their open-door policy coupled with a unique grading system where students are never failed, but are given incompletes and can keep on trying until they complete the course, has contributed to the success of many students who could not have performed in traditional programs.

TABLE C

COMPARISON OF POPULATION GROUPS IN CITY WITH NUMBERS OF THESE GROUPS IN SKILL TRAINING

CHARLOTTE

Population Group		Total Number in City	Numbers of Students Enrolled in Skill Training Programs	Percent Enrolled
AGE	RACE			
16-18	Total	13,253	5,267	39.7%
	White	8,380	3,140	37.6%
	Black	4,825	2,118	43.9%
	Male	6,273	2,611	41.6%
	Female	6,980	2,656	38.1%
19-44	Total	90,034	4,328	4.8%
	White	64,152	2,422	3.8%
	Black	25,426	1,906	7.5%
	Male	41,081	2,412	5.9%
	Female	48,953	1,916	3.9%

The secondary programs have been very successful in retaining students with a drop-out rate of less than one percent while the rate for the overall system is about six percent per year.

IV. Management, Administration and Coordination:

There is a great deal of coordination among programs in Charlotte. This is due to the communication between the secondary schools and the community college and the extensive contacts between the Federal manpower programs and the community college. Some of these contacts, such as MDTA using the community college, are mandated by state law.

Even though the community college is outstanding in many respects, many of the administrators of manpower programs expressed dissatisifaction. This seemed to be based on the attitudes of many staff members at the community college toward the disadvantaged (which the president of the college was aware of and was working to eliminate) and on the limited availability of training slots. It was also pointed out that many of the enrollees in Federal manpower programs just did not have the self-confidence to fuction well in a college setting.

It was reported that CAMPS has not played a major part in coordinating programs in Charlotte. Top administrators do not usually attend meetings and most coordination is carried out through personal contacts.

Local administrators felt that most of the obstacles to better planning and coordination were in state, regional, and federal offices. Administrative delays, lack of input from local officials, different regulations and funding periods, and differing priorities coming from state officials, regional Federal manpower officials, and from federal officials all make it extremely difficult to coordinate and plan for the occupational training needs of the community.

V. Summary:

While there was very little overlap and probably no undersirable duplication, the gaps in programs and services caused the greatest concern. Charlotte's overall occupational training program was among the best that we saw with impressive secondary and post secondary occupational programs. However, when there are unmet needs, it is very difficult for local officials to feel satisfied with their progress. In fact, it seems that this dissatisfaction is born of their progress. Having done so much, they see the need to do more. Complacency comes from not seeing the problems or not wanting to respond. So, the very success of the programs in Charlotte has led the local administrators to feel more keenly the needs of the community for additional training.

As in most cities, the local administrators not only asked for more resources to fill the gaps, but to provide them some leeway in planning and programming. They also requested more pre-service and in-service training for staff and faculties and for technical assistance to program administrators.

Table I

Charlotte

TOTAL NUMBER OF STUDENTS ENROLLED AND TOTAL NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL TRAINING IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS

INSTITUTION/AGENCY	TOTAL ENROLLED	NUMBER ENROLLED FROM CITY	NUMBER IN OCCUPATIONAL TRAINING(1)	NUMBER FROM CITY IN OCCUPATIONAL TRAINING
Charlotte-Mecklenberg Public Schools (2)	17,340	17,340	5,576	5,576
Central Piedmont Community College	13,549	7,994	5,787	3,414
Manpower Development and Training Act	46	43	46	43
Concentrated Employment Program	1,523	1,523	384	384
Work Incentive Program	258	246	89	85
Neighborhood Youth Corps II	338	334	114	113
Opportunities Industrial Center	1,558	1,480	423	402
Manpower Development and Training Act - On-the-Job Training	37	28	37	28
Jobs Optional Program (3)				
National Alliance of Businessmen - Job Opportunities in the Business Sector	672	504	672	504
Central Piedmont Community College - Adult	3,977	2,346	573	338

(1) One hundred and eleven Neighborhood Youth Corps II enrollees who were trained at Opportunities Industrial Center are included in the enrollments of both agencies. The same applies to 209 Department of Labor enrollees who were trained at Central Piedmont Community College. In computing the total enrollment of all skill training programs, these numbers should be subtracted to avoid double counting.

(2) A combined city-county school system serves students from the city of Charlotte. Charlotte students could not be separately identified but they constitute the bulk of enrollments.

(3) There were only a very few enrollees and no data was available.

Table 2

Charlotte

OCCUPATIONAL OFFERINGS IN PUBLIC INSTITUTIONS BY TYPE AND ENROLLMENT

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Charlotte-Mecklenberg Public Schools	
Distributive Education	571
Marketing	33
Advertising	53
Salesmanship	53
Fashion Merchandise I	315
Cooperative Office Occupations	210
Computer Procedures	1,400
Occupation Mix	250
Agriculture	277
Industrial Cooperative Training	415
Automobile Mechanics	293
Automobile Body Repair	39
Bricklaying	38
Cabinetmaking and Woodworking	159
Carpentry and Construction	32
Commercial Cooking	48
Cosmetology	178
Drafting	277
Electronic/Electricity	172
Engine Repair	25
Graphics	178
Health Occupations	150
Machine Shop	82
Photography	73
Tailoring	42
Broadcasting	51
Home Economics, Gainful	162
TOTAL	5,576
Central Piedmont Community College	
Traffic and Transportation	47
Associate Degree Nurse	302
Dental Hygiene	113
Diploma Nurse	98
Physical Therapy Assistant	96
Early Childhood Specialist	67
Accounting	265
Business Administration	1,069
Electronic Data Processing	307
Executive Secretary	413
Medical Secretary	74
Legal Secretary	128

Table 2
(Continued)

Charlotte

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Central Piedmont Community College (cont'd)	
Technical Architecture	78
Technical Chemical	35
Civil Engineering	155
Electro Mechanical Engineering	251
Electronic Data Processing - Scientific	76
Fire Science	86
Mechanical Engineering	80
Police Science	393
Commercial Art	276
Dental Assistant	71
Medical Office Assistant	66
Licensed Practical Nurse	134
Clerk Typist	149
Computer Operator	164
Air Conditioning/Refrigeration	163
Automobile Body	144
Automobile Maintenance, Mechanic	317
Machinist	52
Welding	118
TOTAL	5,787

Table 3

Charlotte

OCCUPATIONAL OFFERINGS IN FEDERAL MANPOWER OR EDUCATIONAL PROGRAMS: BY TYPE, ENROLLMENT, AND AGENCY PROVIDING TRAINING

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED	AGENCY PROVIDING TRAINING
Manpower Development and Training Act Institutional Training		
Nurse's Aide	18	Central Piedmont Community Colle
Clerk Typist	20	Central Piedmont C.C.
Licensed Practical Nurse	1	Central Piedmont C.C.
Automobile Mechanic	2	Central Piedmont C.C.
Refrigeration Mechanic	1	Central Piedmont C.C.
Computer Operator	1	Central Piedmont C.C.
Cosmetology	2	SE College of Beauty
Truck Driver, Heavy	1	NC Drivers Training School
TOTAL	46	
Concentrated Employment Program		
Clerk Typist	41	Central Piedmont C.C.
iesel Mechanic	11	Central Piedmont C.C.
elding	56	Central Piedmont C.C.
Production Machinist	32	Central Piedmont C.C.
New Careers	117	Social Non-Profit Agency
Child Development Aide	61	Social Non-Profit Agency
Community Development Aide	1	Social Non-Profit Agency
Counselor's Aide	1	Social Non-Profit Agency
Evaluation Aide	7	Social Non-Profit Agency
Family Service Counselor	3	Social Non-Profit Agency
Food Service Aide	1	Social Non-Profit Agency
Human Relations Aide	5	Social Non-Profit Agency
Interviewer Aide	3	Social Non-Profit Agency
Licensed Practical Nurse	24	Central Piedmont C.C.
Recreation Aide	6	Social Non-Profit Agency
Vocational Training Aide	5	Social Non-Profit Agency
Occupational Training -Not Specified	10	Social Non-Profit Agency
TOTAL	384	
Neighborhood Youth Corps II		
Office Skills	50	Opportunities Industrial Center
Cashier Training	27	Opportunities Industrial Center
Tailoring and Alterations	24	Opportunities Industrial Center
Shoe Repair	8	Opportunities Industrial Center
Automobile Mechanics	2	Opportunities Industrial Center
icensed Practical Nurse Training	1	Central Piedmont C.C.
Executive Secretary	1	Central Piedmont C.C.
General Business	1	Central Piedmont C.C.
TOTAL	114	

Table 3
(continued)

Charlotte

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED	AGENCY PROVIDING TRAINING
	Opportunities Industrial Center	
Clerical Skills	199	Opportunities Industrial Center
Retail Sales/Commercial Accounting	11	Opportunities Industrial Center
Cashier/Sales	30	Opportunities Industrial Center
Tailoring	47	Opportunities Industrial Center
Power Sewing	30	Opportunities Industrial Center
Basic Electronics/Electricity	20	Opportunities Industrial Center
Carpentry/Cabinetmaking	4	Opportunities Industrial Center
Cosmetology	23	Opportunities Industrial Center
IBM Keypunch	26	Opportunities Industrial Center
Automobile Mechanics	16	Opportunities Industrial Center
Bookkeeping	17	Opportunities Industrial Center
TOTAL	423	

Table 4

Charlotte

SUMMARY OF OCCUPATIONAL OFFERINGS AND NUMBER OF STUDENTS SERVED BY SECONDARY, POSTSECONDARY, AND DEPARTMENT OF LABOR PROGRAMS

OCCUPATIONAL OFFERINGS	TOTAL	HIGH SCHOOL	POSTSECONDARY	DEPARTMENT OF LABOR
Agricultural Production	277	277		
Distributive Education	571	571		
Marketing	33	33		
Advertising	53	53		
Salesmanship	53	53		
Fashion Merchandising	315	315		
Retail Sales	11			11
Truck Driver	1			1
Traffic and Transportation Clerk	47		47	
Associate Degree Nurse	302		302	
Dental Hygiene	113		113	
Nursing	98		98	
Physical Therapy	96		96	
Dental Assistant	71		71	
Medical Assistant	66		66	
Licensed Practical Nurse	134		134	
Health Occupations, Not Specified	150	150		
Home Economics, Gainful	162	162		
Child Care Assistant	128		67	61
Computer Operator	1,594	1,400	164	30
Keypunch	26			26
Bookkeeping	17			17
Cooperative Office Occupations	210	210		
Scientific Data Processing	76		76	
Accounting	265		265	
Business Administration	1,069		1,069	
Data Processing	307		307	
Secretarial	615		615	
Clerk Typist	348		149	199
Architectural Technician	78		78	
Chemical Technology	35		35	
Civil Engineering Technician	155		155	
Electro-Mechanical Technician	251		251	
Mechanical Technology	80		80	
Fire Science	86		86	
Police Science	393		393	
Community Aide	31			31
Commercial Art	276		276	
Air Conditioning and Refrigeration	163		163	
Automobile Body and Fender	183	39	144	
Automobile Mechanic	626	293	317	16
Machinist	134	82	52	

Table 4A

Charlotte

DISTRIBUTION OF OCCUPATIONAL ENROLLMENTS BY LEVEL AND AREA

AREA	LEVEL		
	SECONDARY	POSTSECONDARY	DEPARTMENT OF LABOR
Agriculture	4.9%	---	---
Distributive Education	18.4	0.8%	1.6
Health	2.7	15.2	---
Home Economis (gainful)	2.9	1.2	8.3
Business & Office	28.9	45.7	37.0
Technologies	---	23.4	4.2
Trade & Industry	37.7	13.7	19.4
Other	4.5		29.5
TOTAL	100.0%	100.0%	100.0%

Table 4
(Continued)

Charlotte

OCCUPATIONAL OFFERINGS	TOTAL	HIGH SCHOOL	POSTSECONDARY	DEPARTMENT OF LABOR
Industrial Cooperative Training	415	415		
Welding	118		118	
Bricklaying	38	38		
Cabinetmaking	163	159		4
Carpentry	32	32		
Quantity Food Occupations	49	48		1
Cosmetology	203	178		25
Drafting	277	277		
Electricity	192	172		20
Engine Repair	25	25		
Graphic Arts	178	178		
Photography	73	73		
Tailoring	119	42		77
Broadcasting	51	51		
Other	467	250		217(1)
TOTAL	12,099	5,576	5,787	736(2)

(1) Includes 89 WIN enrolles for which there was no breakdown available.

(2) One hundred and eleven Neighborhood Youth Corps II enrollees are trained by Opportunities Industrial Center and 209 other Department of Labor enrollees are trained by the Community College. To aviod double counting, these have been excluded from this total.

TABLE 5

SUMMARY OF SELECTED SERVICES AVAILABLE BY PROGRAM

AGENCY/INSTITUTION	VOCATIONAL GUIDANCE	COUNSELING	ADULT BASIC EDUCATION AND REMEDIAL EDUCATION	ENGLISH AS A SECOND LANGUAGE	LEGAL AID	CHILD DAY CARE	TRANSPORTATION	HEALTH SERVICES	JOB DEVELOPMENT AND PLACEMENT
Charlotte-Mecklenberg	I	I					I		I
Central Piedmont Community College	I	I	I	I		I		*	I
MDTA - Institutional	I	I					I		I
CEP	I	I	I		X	I	I	I	I
WIN	I	I	I		X	I	I	I	I
NYC II	I	I	I		X	I	I	I	I
OIC	I	I	I						I
MDTA OJT	*	I	*	*	*	*	*	*	I
NAB-JOBS	I	I	I			I	I	*	I

I = Provided by Program
X = Available by Referral
* Insufficient Information

Table 6

Charlotte

PROGRAM ENROLLMENTS BY OFFERING AGENCY AND POPULATION GROUPS SERVED

INSTITUTION/AGENCY	TOTAL	BLACK	WHITE	SPANISH SURNAME	OTHER
Charlotte-Mecklenberg Public Schools	100%	39%	61%		
Male	50%				
Female	50%				
Central Piedmont Community College	100	30	70		
Male	61				
Female	39				
Manpower Development and Training Act	100	77	23		
Male	35				
Female	65				
Concentrated Employment Program	100	97	3		
Male	46				
Female	54				
Work Incentive Program	100	98	2		
Male	5				
Female	95				
Neighborhood Youth Corps II	100	98	2		
Male	29				
Female	71				
Opportunities Industrial Center	100	98	2		
Male	33				
Female	67				
Manpower Development and Training Act-On-The-Job Training	100	20	80		
Male	81				
Female	19				
National Alliance of Businessmen-Job Opportunities in the Business Sector	100	84	16		
Male	75				
Female	25				
Central Piedmont Community College - Adult	100	30	70		
Male	61				
Female	39				

Table 7

Charlotte

NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY

OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY	NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY	PRECENTAGE OF TOTAL NUMBER OF STUDENTS ENROLLED IN ALL OCCUPATIONAL PROGRA
Computer Operator	1594	12.0%
Child Care Assistant	128	1.0
Automobile Body & Fender	183	1.4
Automobile Mechanic	626	4.7
Machinist	134	1.0
Cabinet making	163	1.2
Quantity Food Occupations	49	0.4
Clerk-Typist	348	2.6
Cosmetology	203	1.5
Electricity	192	1.4
Tailoring	119	0.9
TOTAL	3739	28.1%

CHICAGO

I. Introduction:

Chicago, with a population of 3,666,957, is the nation's second largest city. As in many of the other large cities surveyed, there has been an outmigration of population from the central city to the suburbs.

Chicago's 33 percent Black population is largely concentrated on the South and West Sides. Spanish surnamed individuals make up approximately seven percent of the population. Approximately 13 percent of the population lives in poverty. Of the 194,472 poor of working age, about 52 percent are Black, nine percent are Spanish surnamed, and 39 percent are white.

Chicago's largest economic sector, manufacturing--35 percent of the total Standard Metropolitan Statistical Area (SMSA) employment--is in a state of relative decline. The fastest growing sectors of the economy are service (17 percent), wholesale and retail trade (22 percent), and government (12 percent).

Historically, unemployment rates for the Chicago labor market area have been below the national average. The national 1970-1971 economic downturn was not felt as severely in Chicago as in many other parts of the nation, the metropolitan unemployment rate rising only from 2.5 percent in 1969, to 3.5 percent 1970, to 4.2 percent in 1971. However, surveys of the census tracts of highest unemployment, the Concentrated Employment Program's (CEP) target area, placed the unemployment rate well over 10 percent and over 30 percent for youth living in the target area.

II. Occupational Education in Chicago:

The Chicago Public Schools reported enrollments of slightly over 103,000 in vocational courses. Examination of records made available to the survey, indicates that these enrollments might actually count some students more than once if they are taking more than one course. This problem was encountered in several of the school systems surveyed, because for most courses, total enrollments are reported rather than the number of different students enrolled.

In order to make the data compatible with other cities surveyed, some estimates have been made of how double counting might effect the enrollment figures. Survey results in other cities and examination of records provided indicate that double counting tends to be more of a problem in such areas as office occupations, woodworking, drafting, and home economics, than in others. To adjust the Chicago Public School enrollments, all the enrollments in office occupations, drafting, and woodworking were added and then halved. The rationale for this is that many of these students, if enrolled in a full program rather than a course, would actually be taking at least two courses or possibly three at the same time. It was also felt that some of the enrollments in typing, drafting, and woodworking might be students taking these courses as single electives and not be enrolled in a full skill training program. Enrollments in two home economics courses (child development and home management) were also subtracted on the basis that they were more likely consumer and homemaking courses rather than gainful home economics. Using this procedure, we have an adjustment of approximately 41,000 enrollments to the public school figures. This would bring the enrollments down to about 62,248. It should be emphasized that this is simply as estimate to indicate the influence double counting can have on reported enrollments. To obtain accurate student and program counts an indepth survey of a limited number of school systems would have to be conducted.

The city operates a community college of seven campuses. Located in different ethnic neighborhoods, vocational enrollments range from 10 to 69 percent. Some colleges also operate "storefront" and church classrooms away from campus in the evening, both for the convenience of students and to enroll more minority students who are reluctant to leave the areas they reside in. Enrollment at any college is open to any Chicago resident who is either 19 years of age or over or has a high school diploma. Except for student fees, tuition is free. The enrollments of each of these colleges is shown in Table A.

Five colleges tend to emphasize specific occupational areas and attracted career-minded students who were seeking training in that particular area. Southwest College emphasized training in accounting, management, and other business and office occupations. In addition to a high school diploma, Southwest requires prospective students to take placement tests in English, math, and science, and to show aptitude and basic preparation for the courses in the program. Students without high school diplomas, who are at least 19 years of age, may be admitted provisionally, in which case they must complete 12 hours of preparatory work, and then take the necessary placement tests. Campus facilities are modest and enrollment has been restricted because of the insufficiency of qualified faculty.

Malcolm X college stresses health programs, particularly those which lead to "new trend" occupations. With the goal of employment constantly in view, the college declines to give training which does not have a fair certainty of employment upon completion. The college's advisory committee is composed of industrialists who emphasize the occupational education approach rather than traditional education, and thus, the college is able to draw volunteers from the business and industrial community to teach special courses. For example, teachers employed by various banks to train their data processing clerks teach classes in data processing at Malcolm X. All vocational students are required to take core courses that are part of the transfer curriculum, as the college administration believes that vocational students benefit psychologically from participation in academic studies which lift them out of the restricted concentration on job training. Most Malcolm X students aim for an associate degree, with less than 10 percent (mostly those preparing for office occupations or assigned from manpower agencies) attaining a certificate only. Malcolm X began in 1969 in an abandoned high school with 1,000 students and had quadrupled its enrollment by Fall, 1971 when it opened in new quarters. Entrance requirements are less rigid than those for the other colleges. While a high school diploma is specified, there is a large proportion of students who are admitted simply because they are at least 19 years old and desire more schooling. The college has an interchange program with the University of Illinois. White enrollment is less than four percent due to the school's location in a Black community which has been the scene of riots in recent years.

In addition to the city colleges, the YMCA Community College--antedating most of the other institutions--offers a varied curricula of career programs. This college accepts students without high school diplomas, although these students must attain their General Equivalency Diploma before they complete their college program. Tuition at the YMCA college was $40.00 per credit hour.

Most of the college administrators interviewed expressed concern over the reluctance of more students to enroll in career education and criticized the teachers' union for resistance to changes in the approach to and the instruction of students in occupational studies.

The community college of Chicago are also responsible for the adult education program.

Nine Federal manpower training programs were in operation during FY 1971. The Chicago Committee on Urban Opportunity, the designated Community Action Agency (CAA) was the sponsor for the Concentrated Employment Program (CEP) and Neighborhood Youth Corps II (NYC II). Both of these programs are closely associated with the Mayor's office which also sponsors the Model Cities Program. Funds for the Manpower Area Planning Council (MAPC) are channeled through the Mayor's office also. The Skill Center serving the MDTA program was operated by the Community College system.

Appendix Table 1 and Table A list occupational enrollment totals by agency. The totals are not additive in that program enrollees trained at public vocational schools or other Federal manpower programs are counted twice.

About four percent of the reported secondary vocational enrollments included students in non-gainful home economics. This group was omitted in the analysis of occupational education.

Table A

NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL TRAINING IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS

CHICAGO

Institution/Agency	Number Enrolled from City	Number from City in Skill Training
Chicago Public Schools	135,000	103,248
City Colleges of Chicago		
Amundsen	3,539	691
Kennedy King	5,295	2,570
Loop	8,337	5,724
Malcolm X	3,176	1,570
Olive Harvey	5,441	1,075
Southwest	5,161	1,714
Wilbur Wright	8,204	788
YMCA College	3,570	1,530
Federal Manpower Programs		
MDTA	4,047	4,047
CEP	2,326	149
WIN	7,244	1,769
NYC II	1,344	N.A.
OIC	544	0
MDTA-OJT	350	350
JOP	61	61
NAB-JOBS	3,888	3,888
Model Cities	1,100	232
Public School Adult	N.A.	12,595

Occupational Offerings:

Occupational education in the secondary schools consisted of 39 programs with largest concentrations in typing (24 percent), drafting (16.3 percent) and accounting and computing (12.1 percent). Other large areas of concentration were secretarial (7.3 percent), woodworking (7 percent), graphic arts (5.7 percent), and general merchandising (5.2 percent). While the areas of concentration are probably valid, the actual percentages of students enrolled in each of these areas is probably inflated by the fact that 24,764 students (or 24 percent of total enrollment) were reported in typing, a figure which most likely reflects course rather than program enrollments. There is also some question as to whether the 7,277 students enrolled in woodworking occupations were actually pursuing a vocational program or if this offering was more like industrial arts and served as an orientation type course.

At the postsecondary level, the Community College System offered a total of 56 different vocational programs. As can be seen in Table 2 at the end of the Section, eight was the smallest number offered by any college, Wilbur Wright, and 32 was the largest number, offered by Loop College, which had the largest vocational enrollment. Combined figures for the seven colleges reveal largest concentrations in care and guidance of children (17.2 percent), general business (15.5 percent), secretarial (9.1 percent), and police science technology (7.3 percent). These percentages do not include students from YMCA College which was unable to supply occupational breakdowns.

Federal manpower programs (excluding CEP and NYC which were unable to supply occupational breakdowns) offered 59 occupational options during FY 1971. This wide variety of choices reflects the individual referral policy of WIN which allows trainees to train in any available skill training program, public or private which will lead to employment in a given period of time. On the basis of those programs reporting occupational breakdowns, largest concentrations of Federal manpower program enrollees were in the areas of clerk/typist (17.1 percent), general office clerical (14 percent), and licensed practical nursing (11.8 percent).

Table 4-A indicates the relative distribution of enrollees at three training levels-secondary, postsecondary, and Federal manpower training programs-among the seven major vocational technical areas. As can be seen in this table, almost half of the enrollees at each of these levels are being trained in business and office occupations. Unlike other of the 20 cities, in which all occupational offerings seemed to be contained within three or four areas, in Chicago (with only two exceptions) each level was providing some training in each of the seven areas.

Selected Services:

Federal manpower programs in Chicago provided more extensive services, either in-house or through referral, than did Federal manpower programs in almost any other city. For example, whereas health services were usually offered by only a few programs in most cities, in Chicago six programs offered health services as part of their programs, while the public schools offered them on a referral basis.

Table 5 of this Section displays ancillary services provided by the various skill training programs. The Illinois Bureau of Employment Security is subcontractor for employment services for Federal manpower training programs and the Model Cities program. These manpower services include vocational guidance, job development, and job placement. The public schools and city college system do their own job development and placement.

Child care was available at all of the Federal manpower training programs on either an in-house or referral basis. Malcolm X was the only college that provided child care itself, although Kennedy King provided it on a referral basis.

While the geographic dispersal of the city colleges, and the effeciency of the city's mass transit system mitigates the problem of transportation, nonethless, six of the Federal manpower programs and one community college set aside funds for enrollee transportation.

Characteristics of Students:

Table 6 gives a racial and sex breakdown for each agency. Blacks are the prime audience served by all eight of the Federal manpower programs. Females and males in the Federal manpower institutional programs are enrolled in almost equal numbers. Fifty-six percent of secondary students were Black, Individual schools within the secondary system tended to be heavily black or white.

The profiles of the seven individual city colleges show a marked contrast from campus to campus. Kennedy King and Malcolm X were overwhelmingly Black. Olive Harvey reported 64 percent Black, while Loop College had an intergrated student body with 52 percent Black. Southwest, Wilbur Wright, and Amundsen have overwhelingly white student bodies, largely from blue collar families..

Most of the Federal manpower programs reported that their enrollees had completed approximately 10 grades of school and functioned at a sixth to seventh grade level. MDTA reported that 32 percent of their enrollees had completed high school followed by 29 percent by the Jobs Optional Program (JOP), 19 percent by the National Alliance of Businessman-Job Opportunities in the Business Sector (NAB-JOBS), 12 to 15 percent by Model Cities and only eight to 10 percent by CEP. The Work Incentive (WIN) program had no comparable data.

While a high school diploma was not required uniformly by either the community colleges or the YMCA College, the former reported that 40 percent of its student body were high school graduates, while the latter reported 75 percent.

III. Overlap, Duplications and Gaps:

Thirty-seven occupational programs, (See Table 7) accounting for 82.3 percent of the total enrollment, were offered at more than one level. However, if we delete "Typing and Related Occupations," an occupation program with 24,764 students at the secondary level, and three of the Federal manpower programs, the percent of overlapped enrollment falls to 62.6 percent.

Largest concentrations of overlapped program enrollments, exclusive of typing were drafting with 13.5 percent, accounting and computing 11.4 percent, and secretarial 7.7 percent. Most of the other overlapped enrollments were distributed fairly evenly among the other 33 programs.

With the exception of child care and guidance and accounting and computing, both of which are sizeable programs at both the post secondary and secondary levels, the percentage of overlap was mainly attributable to small numbers of enrollees at one level being added to large numbers of enrollees at another level.

Programs Compared with the Local Labor Market:

Table B-1 lists occupational offerings that are related to surplus occupations, as identified by the Illinois Bureau of Employment Security. As can be seen from this table only 1.5 percent of the total occupational enrollment is in surplus occupations. The primary reason for this low percentage is that the surplus occupations are overwhelmingly low-skilled service jobs, i.e. busboy, maid, telephone operator, waiter -- occupations for which training would not be needed.

TABLE B-1

NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN TRAINING FOR OCCUPATIONS FOR WHICH THERE IS A SURPLUS OF WORKERS

CHICAGO

OCCUPATIONAL OFFERING	NUMBER OF STUDENTS ENROLLED	PERCENTAGE OF TOTAL NUMBER OF STUDENTS ENROLLED IN ALL OCCUPATIONAL PROGRAMS
Mechanical Technology	91	.07%
General Office Clerks	973	.77%
Nurse's Aid	441	.35%
TOTAL	1505	1.2%

Only one of the occupational offerings identified as a surplus occupation is available at more than one level - General Office Clerk. This occupation accounts for less than one percent of the total occupational enrollment.

Table B-2 lists related offerings in occupations identified as "shortage" by the Employment Service. As can be seen in this Table three offerings accounting for 20.8 percent of the total vocational enrollment, are in shortage related occupations. One potential occupational offering, insurance sales, is not available at any level, even though the occupation has been identified as a shortage one. Two of three "shortage" offerings are available at more than one level.

TABLE B-2

NUMBER AND PERCENT OF STUDENTS ENROLLED IN TRAINING FOR OCCUPATIONS FOR WHICH THERE IS A SHORTAGE OF WORKERS

CHICAGO

OCCUPATIONAL OFFERING	NUMBER OF STUDENTS ENROLLED	PERCENTAGE OF TOTAL NUMBER OF STUDENTS ENROLLED IN ALL OCCUPATIONAL PROGRAMS
Registered Nurse	1014	.8%
Stenographer	456	.36%
Typing and Related Occupations	24,767	19.6%
TOTAL	26,237	20.8%

Programs Compared with Population Groups:

Table C-1 compares Chicago population for youths (16-18) and adults (19-44) with occupational enrollments for the same target groups. Because NYC II did not comply with requests for occupational enrollment, the youth target group includes only secondary school enrollments. For the adult target group (19-44), a breakdown by sex was not available from many of the city colleges. Therefore it was not possible to compare adult male and female occupational enrollments with their adult populations.

TABLE C-1

COMPARISON OF POPULATION GROUPS IN CITY WITH NUMBERS OF THESE GROUPS IN OCCUPATIONAL TRAINING

CHICAGO

POPULATION GROUP		TOTAL NUMBER IN CITY	NUMBERS OF STUDENTS ENROLLED IN OCCUPATIONAL PROGRAMS	PRECENT ENROLLED
AGE	RACE			
16-18	TOTAL	166,925	103,248	61.9%
	White	100,420	45,430	45.2%
	Black	63,940	57,819	90.4%
	Male		52,657	
	Female		50,592	
19-44	TOTAL		21,859	1.9%
	White	719,828	12,152	7%
	Black	383,690	9,707	2.5%
	Male			

NOTE: White figure includes Spanish surnamed individuals and "others". NYC II figures are not included in the 16-18 population, as the program did not finish occupational enrollments.

Table C-1 indicates that the enrollment rate for Blacks is higher for both the youth and adult population than for whites. Nearly sixty-two percent of all youths are enrolled in occupational education. The enrollment rate for Blacks is double that of Whites for the youth population. The vocational enrollment rates are perhaps the highest of the twenty cities. This is attributable to the occupational enrollment figures for the public schools, that are believed to be somewhat high due to reporting procedures.

The 1.9 percent participation rate for the adult population is among the lowest of the twenty sampled cities. This may be attributed to these factors: (1) The total occupational enrollment for the city colleges is approximately 14,000, a relatively low figure. Chicago is ten times the size of the average sampled city, but its post-secondary enrollment is only three times the size of the average sampled city; (2) Federal manpower programs offering institutional training, are comparatively small for a city the size of Chicago. The total CEP enrollment is smaller than either the Boston, Washington, or Denver CEP; (3) The percentage of Federal manpower enrollees receiving occupational training is relatively small for the WIN and CEP programs. Only six percent of CEP enrollees were enrolled in occupational training. This reflected a preference for subcontracted work experience programs, on a performance basis. Only twenty-four percent of the WIN enrollees received skill training, the low percentage achievement of the WIN enrollees -- fourth grade-- necessitating a large basic education component.

IV. Management, Administration and Co-ordination:

The influence and power that rests in the Mayor's Office for Chicago is carried over into the occupational training field. The Mayor appoints the members of the City College Board. The CEP, NYC, Model Cities and Manpower Area Planning Council are directly or indirectly controlled by the Mayor's Office. However, there was general agreement among the program administrators that the Mayor allowed a free hand for their programs.

The teaching staff of the City College system is unionized. By contractual agreement, the teaching load is limited to twelve contact hours per week, regardless of the area of instruction. This makes post-secondary occupational education an expensive proposition.

The City College system in late 1972 is to become the designated MDT Institutional Skill Center. Although the City College provided much of the skill training during FY 1971, MDTA was not legally tied to the skill center in fiscal year 1971. Employment Service personnel expressed some concern that flexibility would be lost with the new designation.

The former head of the Illinois Bureau of Employment Security, now heads the Mayor's Manpower Area Planning Council. Unlike smaller cities, many of the program administrators were not members of the MAPC Committee. The MAPC currently lacks the "clout" that it would like to have. However, it does have the power to recommend a change in sponsors.

Table 1

Chicago

TOTAL NUMBER OF STUDENTS ENROLLED AND TOTAL NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL TRAINING IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS

INSTITUTION/AGENCY	TOTAL ENROLLED	NUMBER ENROLLED FROM CITY	NUMBER IN OCCUPATIONAL TRAINING	NUMBER FROM CITY IN OCCUPATIONAL TRAINING
Chicago Public Schools	135,000	135,000	103,248	103,248
City Colleges of Chicago				
Amundsen	3,539	3,539	691	691
Kennedy King	5,295	5,295	5,104	2,570
Loop	8,337	8,337	5,724	5,724
Malcolm X	3,176	3,176	1,570	1,570
Olive Harvey	5,441	5,441	1,075	1,075
Southwest	5,161	5,161	1,714	1,714
Wilbur Wright	8,204	8,204	788	788
YMCA College	4,200	3,570	1,800	1,530
Manpower Development and Training Act	4,260	4,047	4,105	4,047
Concentrated Employment Program	2,326	2,326	149	149
Work Incentive Program	7,317	7,244	1,789	1,769
Neighborhood Youth Corps II	1,344	1,344	Not Available	Not Available
Opportunities Industrial Center	544	544	0	0
Manpower Development and Training Act-On-The-Job Training	500	350	500	350
Jobs Optional Program	66	61	66	61
National Alliance of Businessmen-Job Opportunities in the Business Sector	4,800	3,888	4,800	3,888
Model Cities	1,100	1,100	232	232
Public Schools - Adult	Not Available	Not Available	12,595	12,595

Table 2

Chicago

OCCUPATIONAL OFFERINGS IN PUBLIC INSTITUTIONS BY TYPE AND ENROLLMENT

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Chicago Public Schools - Secondary	
Ornamental Horticulture	56
Automotive	17
General Merchandizing	5,385
Medical Laboratory Assistant	117
Licensed Practical Nurse	162
Nurse's Aide	441
Child Development	1,688
House Management	2,276
Care and Guidance of Children	728
Clothing Management Production and Services	61
Food Management, Production and Service	128
Institutional and Home Management and Supporting Services	221
Accounting and Computing	12,459
Business Data Processing System	4,030
Filing, Office Machines	1,392
Stenography, Secretarial and Related	7,540
Typing and Related Occupations	24,764
Appliance Repair	38
Automobile Body and Fender	647
Automobile Mechanics	2,124
Aviation Occupations	246
Chemical Art Occupations	633
Chemical Photography	52
Carpentry	88
Masonry	101
Plumbing and Pipefitting	23
Construction and Maintenance, Other	19
Drafting Occupations	16,796
Electrical Occupations	2,161
Fabric Maintenance Service	146
Graphic Arts Occupations	5,029
Metallurgical Occupations	3,219
Cosmetology	574
Personal Services, Other	112
Plastics Occupations	286
Small Engine Repair	52
Textile Production and Fabrics	380
Leatherworking	30
Upholstery	74
Woodworking Occupations	7,277
TOTAL	103,248

Table 2
(Continued)

Chicago

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Amundsen - Mayfair, City College of Chicago (Cont'd)	
Accounting	116
Career Journalism	36
Chemical Paint Technology	13
Child Development (Pre-School)	100
Data Processing Programmer	116
Drafting Technology	36
Merchandising	32
Associate Degree Nurse	173
Secretarial	40
Sheet Metal	29
TOTAL	691
Kennedy-King College	
Horticulture	19
Insurance	22
Real Estate	43
Retail Marketing	83
Child Development (Residential)	821
Nursing	178
Recreational Leadership	63
Child Development (Pre-School)	913
Accounting and Finance	869
Data Processing	123
Library Technology	24
Secretarial Science	841
Drafting and Design Technology	21
Social Service Aide	225
Air Conditioning	425
Architectural Drafting	69
Automotive Technology	231
Commercial Art	19
Drafting	6
Industrial Plant Technology	32
Photo-Offset Printing	33
Theatre Technology	44
TOTAL	5,104
Loop, City College of Chicago	
Accounting	24
Architectural Technology	170
Building, Code Enforcement	41
Business, General	2,301

Table 2
(Continued)

Chicago

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Loop, City College of Chicago (Cont'd)	
Chemical Technicians	10
Child Development (Pre-School)	478
Child Development (Residential)	10
Civil Technology	3
Clerical Skills Programs	128
Commercial Art (Advertising Display)	36
Commercial Music	186
Data Processing Equipment Operator	57
Data Processing Programmer	250
Dental Assistant	63
Environmental Control Technology	18
Executive Development	24
Food Service Supervision	94
Hospital Secretary	42
Keypunch Operator	16
Interviewer Counselor Aide Program	1[illegible]6
Joint Hospital Program	352
Law Enforcement	201
Management and Supervision	10
Merchandising Cooperation	10
Personnel Analyst	12
Police Academy Recruitment Program	282
Police Science	638
Relocation Advisors	21
Remedial Office Skills	66
Secretarial	22
Waste-Water Technician	18
Youth Officers	35
TOTAL	5,724
Malcolm X, City College of Chicago	
Accounting and Computing	115
Architectural Technology	50
Business Administration	120
Civil Technology	9
Commercial Art (Advertising Display)	
Drafting and Design	30
Engineering Technology	20
Health Facilities Management	18
Industrial Design	9
Inhalation Therapy	111
Inhalation Therapy Aide	14
Mid-Management Cooperative Program	139
Nursing	193
Plant Engineering	26
Radiologic Technology	60

Table 2
(Continued)

Chicago

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Malcolm X, City College of Chicago (Cont'd)	
Secretarial Studies	165
Teacher's Aide (Pre-School)	488
TOTAL	1,570
Olive-Harvey, City College of Chicago	
Accounting	225
Architectural Technology	70
Business Administration	200
Chemical Paint Technology	20
Civil Technology	14
Data Processing Equipment Operator	55
Data Processing Programmer	119
Electronic Technology	26
Environmental Control Technology	23
Mechanical Technology	14
Nursing	90
Plant Engineering	14
Prosthetics and Orthotics	30
Secrectarial Studies	175
TOTAL	1,075
Southwest, City College of Chicago	
Accounting	567
Aviation	130
Banking and Finance	73
Child Development (Pre-School)	49
Communications Art	41
Data Processing Programmer	232
Drafting and Design	51
Law Enforcement	91
Library Technology	37
Management	247
Merchandising	39
Real Estate	26
Secretarial Studies	129
Transportation	2
TOTAL	1,714

Table 2
(Continued)

Chicago

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Wilbur Wright, City College of Chicago	
Business, General	279
Commercial Art (Advertising Display)	49
Data Processing Programmer	100
Electronic Technology	102
Hotel and Motel Management	20
Mechanical Technology	77
Radiologic Technology	54
Secretarial Studies	107
TOTAL	788
Chicago Public Schools - Adult	
Advertising Services	73
Finance and Credit	15
General Merchandising	11
Real Estate	42
Associate Degree Nurse	10
Licensed Practical Nurse	302
Nurse's Aide	160
Child Development	16
Clothing Management, Production and Services	10
Food Management, Production and Services	43
Accounting and Computing	1,147
Business Data Processing Systems	787
Filing, Office Machines	28
Personnel, Training and Related	8
Stenographer, Secretarial and Related	1,154
Supervisory and Administrative Management	28
Typing and Related Occupations	1,936
Air Conditioning	79
Automobile Body and Fender	91
Automobile Mechanics	444
Automotive, Other	71
Aviation Occupation	60
Blue Print Reading	76
Carpentry	700
Electricity	659
Masonry	297
Plumbing and Pipefitting	1,019
Construction and Maintenance, Other	374
Drafting Occupation	139
Electrical Occupation	111
Electronic Occupation	225
Graphic Arts Occupation	257
Metallurgy Occupation	1,565

Table 2
(Continued)

Chicago

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Chicago Public Schools - Adult (Cont'd)	
Cosmetology	76
Law Enforcement Training	18
Quantity Food Occupation	89
Refrigeration	72
Stationary Energy Resources Occupation	207
Woodworking Occupation	196
TOTAL	12,595

Table 3

Chicago

OCCUPATIONAL OFFERINGS IN FEDERAL MANPOWER OR EDUCATIONAL PROGRAMS: BY TYPE, ENROLLMENT, AND AGENCY PROVIDING TRAINING

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED	AGENCY PROVIDING TRAINING
	Manpower Development and Training Act	
Clerk Typist	73	Not Available
Clerical Cluster (NYC)	274	
Clerical Basic Library	134	
Pre-Apprentice Tool & Die	133	
Cylinder Pressman	55	
Offset Pressman	183	
Licensed Practical Nurse	706	
Clerk, General	40	
Clerk Typist	524	
Keypunch Operator	58	
Hospital Ward Clerk	75	
Stenographer	42	
General Office Clerk	167	
Stenography Clerical Cluster	375	
Clerk Typist (NYC Cluster)	112	
Clerical Cluster	229	
Machinist Apprentice, Tool & Die	130	
Combination Welder	89	
Machine Setup Operator	78	
Metal Trades	45	
Pipefitter and Welder	92	
Surgical Technician	38	
Medical Laboratory Assistant	103	
Housekeeping Technician	166	
Laboratory Liasion Technician	36	
Draftsman Mechanic	53	
Architectural Draftsman	21	
Occupational Training, Not Specified	43	
Clerical Cluster, With Basic Education (CEP)	31	
TOTAL	4,105	
	Work Incentive Program	
Truck Driver, Heavy	7	Not Available
Cinematography Technology	1	
Sign Painter	1	
Billboard Illustrator	1	
Letterman	1	
Silkscreen Cutter & Painter	1	
Commercial Artist	3	
Truck Driver, Practical	1	
Barber	11	
Licensed Practical Nurse	6	
Automobile Body Repair	13	

Table 3
(Continued)

Chicago

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED	AGENCY PROVIDING TRAINING
	Work Incentive Program (Cont'd)	
Automobile Mechanic	27	Not Available
Refrigeration	1	
Motorcycle Mechanic	1	
Diesel Mechanic	5	
Air Conditioning/Refrigeration	19	
Tool & Die Maker	2	
Television and Radio Service	12	
Advanced Radio Service	1	
Combination Welder	6	
Welder	3	
Industrial Electronics Technology	1	
Electrical Technology	11	
Electrical Technician	1	
Operating Engineer	3	
Truck Driver	2	
Truck Driver, Trailer	5	
Junior Clerical Worker	1	
Junior Stenographer	1	
Junior Programmer	4	
Business Programmer	2	
Furniture Upholsterer	1	
Dry Cleaner	1	
Tailor-Alteration	2	
Master Tailor	6	
Women's Garments Tailor	1	
Secretary, Transcriber	1	
Medical Office Assistant	3	
Executive Secretary	4	
Data Processing	2	
Legal Secretary	1	
Science Secretary, General	3	
Pressing Machine Operator	1	
Teacher's Aide	4	
Dietician Aide	1	
Cosmetology	64	
Cab Driver	1	
Health Worker, Community	1	
Medical Technician	1	
Stenographer	19	
Secretary	26	
Clerk Typist	248	
Medical Secretary	3	
Keypunch Operator	31	
Bookkeeper I	2	
Bookkeeper II	2	
Bookkeeper	2	
Steno-Type Operator	2	

Table 3
(Continued)

Chicago

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED	AGENCY PROVIDING TRAINING
	Work Incentive Program (Cont'd)	
Digital Computer Operator	3	Not Available
General Office Clerk	1	
Computer Operator	6	
Data Processing Programmer	1	
Court Reporter	17	
Typist, Preparatory	3	
Clerk, General	12	
Office Machines Operator	60	
Calculator Machine Operator	1	
Business Programmer	1	
Radiologist Technician	7	
Registered Nurse	28	
Operating Room Technician	2	
Community Worker Aide	1	
Dental Laboratory Technician	3	
Youth Welfare Worker	1	
Secretary	2	
Accountant	8	
Accountant, C.P.A.	1	
Computer Technician	1	
Mechanical Draftsman	3	
Engineering Draftsman Technology	1	
Electrical Engineer	1	
Dental Hygiene	2	
Management Trainee	2	
Histology Technology	1	
Fashion, Retail Merchandizer	1	
Programmer, Detail	1	
Medical Assistant	6	
Medical Technology	1	
Dental Assistant	9	
Medical Receptionist	1	
Computer Programmer	1	
Property Manager	1	
Branch Manager	1	
Medical Laboratory Technician	5	
Youth Work Assistant	1	
System Analyst	2	
Inhalation Therapy	3	
Medical Laboratory Assistant	1	
Physical Therapist Assistant	2	
Group Worker	1	
X-Ray Technician	1	
Program Developer	2	
Controller	1	
Manager	1	

Table 3
(continued)

Chicago

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED	AGENCY PROVIDING TRAINING
Work Incentive Program (cont'd)		
Food Service Manager	1	Not Available
Architectural Draftsman	1	
Community Worker Aide	2	
Programmer	4	
Occupational Training, Not Specified	983	
TOTAL	1,789	
Model Cities		
Automobile Mechanic	24	Greer Technical
Automatic Transmission Specialist	24	Chicago School of Automatic Transmission
Clerk Typist	73	Chicago Professional College, National Board for Adult Education Bryant and Stratton
Hospital Ward Clerk	11	Marion Adult Education
TOTAL	132*	

* One-Hundred more being trained at Manpower Development and Training Act - no breakdown given.

Table 4

Chicago

SUMMARY OF OCCUPATIONAL OFFERINGS AND NUMBER OF STUDENTS SERVED BY SECONDARY, POSTSECONDARY, AND DEPARTMENT OF LABOR PROGRAMS

OCCUPATIONAL OFFERINGS	TOTAL	HIGH SCHOOL	POSTSECONDARY	DEPARTMENT OF LABOR
Horticulture	75	56	19	
Banking and Finance	73		73	
General Merchandising	5,550	5,385	164	1
Hotels and Lodging	20		20	
Insurance	22		22	
Real Estate	69		69	
Recreation and Tourism	63		63	
Transportation	18		2	16
Commercial Music	186		186	
Food Services Management	94		94	
Automotive	17	17		
Licensed Practical Nurse	874	162		712
Registered Nurse	1,014		986	28
Surgical Technician	38			38
Inhalation Therapy	128		125	3
Physical Therapy	2			2
Radiological Technology	122		114	8
Medical Technician	1			1
Medical Laboratory Technician	109			109
Medical Assistant	127	117		10
Dental Laboratory Technician	3			3
Dental Assistant	72		63	9
Operating Room Technician	2			2
Prosthetics and Orthoptics	30		30	
Health Facilities Management	18		18	
Nurse's Aide	441	441		
Histology Technician	1			1
Dental Hygienist	2			2
Care and Guidance of Children	5,275	2,416	2,859	
Institutional and Home Management and Supporting Services	2,663	2,497		166
Food Management Production and Services, Dictician Aide	130	128		2
Clothing Management-Production and Services	61	61		
Accounting and Computing	14,385	12,459	1,916	10
Bookkeepers	6			6
Machine Operators: Billing Bookkeeping & Computing	78			78

Table 4
(Continued)

Chicago

OCCUPATIONAL OFFERINGS	TOTAL	HIGH SCHOOL	POSTSECONDARY	DEPARTMENT OF LABOR
Business Data Processing Occupations	4,562	4,030	530	2
Computer and Console Operators	65		55	10
Keypunch and Coding Equipment Operator	105		16	89
Programmers	483		467	16
Systems Analysts	2			2
General Office Clerks	973		128	845
Office Occupations, Other	66		66	
Office Machines	1,453	1,392		61
Receptionists and Information Clerks	135			135
Interviewer and Test Technician	106		106	
Executive Secretary	4			4
Secretarial	9,097	7,540	1,521	36
Stenographical	456			456
Clerk-Typists	1,030			1,030
Supervisors and Administrators	437		396	41
Business Administrators	344		344	
Business, General	2,580		2,580	
Typing and Related Occupations	24,767	24,764		3
Information Communications Occupations	41		41	
Personnel	12		12	
Engineering Related Technology	4			4
Engineering Technology	20		20	
Architectural Technology	359		359	
Automotive Technology	231		231	
Chemical Technology	10		10	
Civil Technology	26		26	
Electronics Technology	129		128	1
Environmental Control Technology	41		41	
Industrial Technology	41		41	
Mechanical Technology	91		91	
Career Journalism	36		36	
Police Science Technology	1,212		1,212	
Chemical Paint Technician	33		33	
Community Service Aide	288		281	7
Sanitation Technician - Wastewater Technician	18		18	
Library Technology	61		61	
Aviation Occupations	376	246	130	
Diesel Mechanic	5			5

Table 4
(Continued)

Chicago

OCCUPATIONAL OFFERINGS	TOTAL	HIGH SCHOOL	POSTSECONDARY	DEPARTMENT OF LABOR
Drafting	16,968	16,796	93	79
Drafting and Design Technology	51		51	
Sheet Metal	29		29	
Cosmetology	638	574		64
Barbering	11			11
Radio and Television Repair	13			13
Carpentry	88	88		
Welding	98			98
Appliance Repair	38	38		
Tool and Die Making	265			265
Metal Trades, Combined	45			45
Electrical Occupations	2,173	2,161		12
Plumbing and Pipefitting	115	23		92
Air Conditioning/Refrigeration	445		425	20
Automobile Body and Fender	660	647		13
Automobile Mechanics	2,199	2,124		75
Motorcycle Mechanics	1			1
Theatre Technology	44		44	
Upholstery	75	74		1
Fabric Maintenance Services	148	146		2
Masonry	101	101		
Dressmaking	9			9
Building Code Enforcement	41		41	
Technician Occupations -- Cinematography	1			1
Commercial Art	745	633	107	5
Commercial Photography	52	52		
Construction and Maintenance, Other	59	19	40	
Electronic Occupations	776	776		
Graphic Arts Occupations	6,201	5,929	33	239
Metallurgical Occupations	3,219	3,219		
Plastics Occupations	286	286		
Small Engine Repair	52	52		
Textile Production and Fabrics	380	380		
Leatherworking	30	30		
Woodworking Occupations	7,277	7,277		
Other Personal Services	112	112		
Other	1,026			1,026
Silk Screening and Printing	1			1
TOTAL	125,940	103,248	16,666[1]	6,026

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[1] This figure does not include the 1800 persons repelled enrolled in career education at the YMCA Community College as occupational breakdowns to these students were not forthcoming.

Table 4A

Chicago

DISTRIBUTION OF OCCUPATIONAL ENROLLMENTS BY LEVEL AND AREA

	SECONDARY	POSTSECONDARY	DEPARTMENT OF LABOR
Agriculture	0.1%	0.1%	---
Distributive Education	5.2	4.2	0.3
Health	0.7	8.0	15.4
Home Economics (gainful)	4.9	17.2	2.8
Business & Office	48.6	49.0	46.9
Technologies	---	15.5	.2
Trade & Industry	40.5	6.0	17.4
Other	---	---	17.0
TOTAL	100.0%	100.0%	100.0%

TABLE 5

SUMMARY OF SELECTED SERVICES AVAILABLE BY PROGRAM

AGENCY/INSTITUTION	VOCATIONAL GUIDANCE	COUNSELING	ADULT BASIC EDUCATION AND REMEDIAL EDUCATION	ENGLISH AS A SECOND LANGUAGE	LEGAL AID	CHILD DAY CARE	TRANSPORTATION	HEALTH SERVICES	JOB DEVELOPMENT AND PLACEMENT
Chicago Public Schools		I							I
City Colleges of Chicago									
Amundsen	I	I	I	I				*	I
Kennedy King	I	I			X	X		*	I
Loop	I	I	I	I				*	I
Malcolm	I	I	I	I	I	I	I	*	I
Olive Harvey	I	I						*	I
Southwest	I	I	I	I				*	I
Wilbur Wright	I	I	I	I				*	I
YMCA College	I	I	I	I	X			X	I
MDTA Instutitional	I	I	I	I	X	X	I		I
CEP	I	I	I		X	I	I	I	I
WIN	I	I	I	I	X	I	I	I	I
NYC II	I	I	I	I	X	X	I	I	I
OIC	I	I	I	I	X	X		I	I
MDTA OJT	I								I
JOP	I								I
Model Cities	I	I	I		X	I	I	I	I

I = Provided by Program
X = Available by Referral
* Insufficient Information

Table 6

Chicago

PROGRAM ENROLLMENTS BY OFFERING AGENCY AND POPULATION GROUPS SERVED

INSTITUTION/AGENCY	TOTAL	BLACK	WHITE	SPANISH SURNAME	OTHER
Chicago Public Schools	100%	56%	35%	8%	1%
Male	51%				
Female	49%				
City College of Chicago System	100	32	60	4	4
Amundsen-Mayfair City College	100	5	82	5	5
Male	40				
Female	60				
Kennedy-King Community College	100	90	5	4	1
Male	45				
Female	55				
Loop Community College	100	52	30	8	10
Male	45				
Female	55				
Malcolm X Community College	100	98		2	
Olive Harvey Community College	100	64	30	4	2
Southwest Community College	100	1	96	2	1
Wilbur Wright Community College	100	3	89	4	4
Young Mens Christian Association	100	25	53	1	21
Male	80				
Female	20				
Manpower Development and Training Act	100	77	11	12	
Male	40				
Female	60				
Concentrated Employment Program	100	90	8	2	
Male	60				
Female	40				
Work Incentive Program	100	72	18	8	2
Male	41				
Female	59				
Neighborhood Youth Corps II	100	70	10	20	
Male	35				
Female	65				
Opportunities Industrial Center	100	99	1		
Male	87				
Female	13				
Jobs Optional Program	100	65	25	10	
Male	80				
Female	20				
National Alliance of Businessmen-Job Opportunities in the Business Sector	100	69	11	20	
Male	95				
Female	5				

Table 6
(continued)

Chicago

INSTITUTION/AGENCY	TOTAL	BLACK	WHITE	SPANISH SURNAME	OTHER
Model Cities	100	65	27	8	
Male	51				
Female	49				

Table 7

Chicago

NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY

OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY	NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY	PERCENTAGE OF TOTAL NUMBER OF STUDENTS ENROLLED IN ALL OCCUPATIONAL PROGRAMS
Agriculture	75	0.1%
General Mechandising	5,550	4.4
Transportation	18	0.01
Licensed Practical Nurse	874	0.7
Registered Nurse	1,014	0.8
Inhalation Therapy	128	0.1
Radiological Technology	122	0.1
Medical Assistant	127	0.1
Dental Assistant	72	0.1
Care & Guidance of Children	5,275	4,2
Institutional & Home Management	2,663	2.1
Food Management Production & Service	130	0.1
Accounting & Computing	14,385	11.4
Business Data Processing	4,562	3.6
Computer & Console Operators	65	
Keypunch & Coding Equipment Operator	105	0.1
Programmers	483	0.4
General Office Clerk	973	0.8
Office Machines	1,453	1.2
Secretarial	9,097	7.2
Supervisors & Administrators	437	0.3
Typing & Related Occupations	24,767	19.7
Electronics Technology	129	0.1
Community Service Aids	288	0.2
Aviation Occupations	376	0.3
Drafting	16,968	13.5
Cosmetology	638	0.5
Electrical Occupations	2,173	1.7
Plumbing and Pipefitting	115	0.1
Air Conditioning & Refrigerators	445	0.4
Automobile Body & Fender	660	0.5
Automobile Mechanics	2,199	1.7
Upholstery	75	0.1
Fabric Maintenance Services	148	0.1
Commerical Art	745	0.6
Construction & Maintenance, Other	59	0.04
Graphic Arts	6,201	4.9
TOTAL	103,597	82.3

SECTION 6

DENVER

I. Introduction

The city and county of Denver is the commercial and transportation center of the entire Rocky Mountain area. Employment in manufacturing has tended to be below the national average for cities of this size, with most of the activity oriented toward local market demands. Its role as a distribution center for the surrounding agricultural plains region has generated substantial employment in service occupations. Defense installations, government scientific laboratories, private electronics and research facilities have provided an important stimulus toward the development of scientific-industrial-technological sector.

The city (which is also a county) has a population of 512,691 (1970 Census) and the five-county Standard Metropolitan Statistical Area has a population of 1,227,529 (1970 Census.)

The largest minority group in Denver is the Spanish surnamed (25 percent.) Blacks constitute nine percent of the total population. About 13 percent of Denver's residents live in poverty.

Historically, the level of unemployment for Denver has been below the national level. During 1970, the unemployment rate rose to 3.3 percent. During 1971, the unemployment rate was never above four percent. The stability of the Denver economy can be traced to the relative weight of its industrial sectors. The manufacturing sector accounts for less than 20 percent of total employment. Since this is the state capitol, government employees constitute 16 percent of the work force. The service sector, together with wholesale and retail trade constitute 37 percent of the work force.

II. Occupational Education in Denver

Historically, skill training has been provided primarily at the post-secondary level in Colorado and Denver. In recent years there has been an emphasis on expanding and improving programs at the secondary level. This has been stimulated by the passage of a state vocational act (Colorado Vocational Act of 1970) which provides financial support for State approved secondary level occupational education programs.

According to information furnished by the State Department of Vocational Education, the public secondary schools enrolled 2,509 students in skill training in fiscal year 1971. This does not include consumer and homemaking courses or industrial arts. This enrollment comprises about 11 percent of the total enrollment of 22,970 in the 10th-12th grades in Denver.

The Community College of Denver has three campuses, with skill training available at each campus. However, it was generally noted that the West or Red Rocks Campus was the most occupationally oriented out of the system.

Most adult vocational programs were provided by the Emily Griffith Opportunity School. Even though programs are available for both youths and adults, the majority of the enrollees are adults who attended classes part-time in the evenings. The Opportunity School offers a wide range of programs, including many basic education and avocational programs.

The Metropolitan Youth Education Center provides programs for school dropouts and unemployed or underemployed youth up to 21 years of age. These programs include both basic education and occupationally-oriented courses.

The Community College is designated as the Manpower Development Training Center and has the responsibility for providing the skill training for MDTA and CEP enrollees. WIN also purchases training from the center. There was also a Neighborhood Youth Corps II, a Jobs Optional Program, and a National Alliance of Businessmen-Job Opportunities in the Business Sector program in Denver.

Table A lists the institutions and agencies providing skill training and the number from the city enrolled in skill training. It should be noted that the Opportunities Industrialization Center began operations so late in the year surveyed that it did not record any enrollments for this period.

Since the Community College of Denver provides a large part of the training for Federal Manpower Programs, it should be pointed out that enrollments for each program should not be added as some of these individuals would be counted twice. Enrollees in Federal Manpower Programs who are trained at the Community College are enrolled and counted as regular students.

The public secondary schools account for 42 percent of the enrollees in occupational training in Denver. Twenty-eight percent are trained at post secondary institutions and 30 percent are Federal Manpower Program enrollees.

The surprisingly small impact of the post secondary institutions is attributable to the geographic distribution of its enrollment. Denver residents at Red Rocks or West Campus, located in suburban Jefferson County, constitute only 15 percent of the enrollment. At the North Campus, only 40 percent of the enrollees reside in the city. The campus with the largest percentage of students from the city also has the smallest enrollment.

Occupational Offerings

A wider selection of occupational offerings is available at the post secondary level (58) than at the secondary level (19).

Since CEP, MDTA and WIN enrollees have access to Community College occupational offerings, potential duplication is avoided. If the enrollee desires training in an occupation not available at the Community College

Table A

NUMBER OF STUDENTS ENROLLED IN SKILL TRAINING IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS

DENVER

Institution/Agency	Number Enrolled from City	Number from City in Skill Training
PUBLIC SCHOOLS		
DENVER SECONDARY PUBLIC SCHOOLS	22,970	2,509
POST SECONDARY		
COMMUNITY COLLEGE OF DENVER	2,260	1,398
NORTH CAMPUS	1,228	756
CENTRAL CAMPUS	721	506
WEST CAMPUS	311	136
METROPOLITAN STATE COLLEGE	968	271
DEPARTMENT OF LABOR		
MDTA	577	~~577~~
CEP	1,167	301
WIN	2,312	834
NYC II	454	37
OIC	0	0
MDTA-OJT	N.A.	N.A.
JOP	89	89
NAB JOBS	744	744
PUBLIC SCHOOL ADULT		12,169*

* This is the total occupational enrollment in the adult program. It was not possible to separate those from the city of Denver. However, it was reported that many of the enrollees were from outside the city. Federal manpower Program trainees are counted twice since they are trained at the Community College.

and the training will lead to gainful employment, the agencies can contract with other public or private institutions. In Fiscal Year 1971, available data indicates that Federal Manpower Program enrollees were enrolled in 56 different occupational programs.

Enrollments by area for each of the three levels suggests varying occupational emphasis. Fifty-nine percent of the high school enrollment is concentrated in two areas, trade and industry and office occupations. Gainful home economics accounts for an additional 20 percent and distributive education for 19 percent.

Seventy-nine percent of the post secondary enrollment can be found in the office, technical, and health areas, with the largest enrollments (35 percent) in office occupations. Trade and industry, health and office account for more than 75 percent of the Federal manpower program enrollments with 39 percent in trade and industry alone.

Selected Services

The Colorado State Employment Service is the subcontractor for manpower services (recruitment, vocational guidance, certification, job development, and placement) for all Federal Manpower Programs except OIC. The Community College and Denver Public Schools were the principal subcontractor for Federal manpower program basic education. Most programs had medical care of an emergency nature. Federal Manpower programs generally had also allocated funds for specific medical services (i.e., mandatory check-ups). Follow-up was done for most programs by mail and compliance for most Federal manpower programs was unsatisfactory.

Program directors reported a relationship between program populations and the level of supportive services. When the level of supportive services is increased, the number and degree of disadvantaged enrollees increases proportionately. In Denver, the most critical supportive service in terms of population seems to be the stipend. All the Federal manpower programs are stipend programs. The prime audience in all of these are minorities. Basic education is available to both minorities (enrolled largely in Federal manpower programs) and whites (enrolled largely in secondary and post secondary.)

Characteristics of Enrollees

The majority of the enrollees in secondary and postsecondary programs were white. Federal manpower programs reported that approximately half their enrollments were Spanish surnamed individuals. Whites were the next largest group in MDTA and WIN (33 percent and 34 percent respectively) with Blacks constituting 20 percent and 23 percent of the enrollments in the same program. CEP and NYC II enrolled more Blacks than whites. The majority of the enrollees in postsecondary programs and Federal manpower programs were males, while the public schools and NYC II enrolled a majority of females.

About 19 percent of the Blacks and 11 percent of the Spanish surnamed in the 16 to 18 age group were in skill training programs. In the 19 to 44 age group, 1.7 percent of Denver residents were in skill training programs. Table C below shows the percentages for each population group. It should be noted that Spanish surnamed are included by the Census in the white totals.

Table C

COMPARISON OF POPULATION GROUPS IN CITY WITH NUMBERS OF THESE GROUPS IN SKILL TRAINING

DENVER

POPULATION GROUP		TOTAL NUMBER IN CITY	NUMBERS OF STUDENTS ENROLLED IN OCCUPATIONAL PROGRAMS	PERCENT ENROLLED
E	RACE			
- 18	TOTAL	27,163	2,534	9.3%
	White[1]	23,972	1,950	8.1%
	Black	2,723	508	18.6%
	Male	13,132	964	7.3%
	Female	14,031	1,570	11.1%
9-44	TOTAL	183,811	3,165	1.7%
	White[1]	163,305	2,501	1.5%
	Black	15,440	524	3.3%
	Male	87,808	1,947	2.2%
	Female	96,003	1,208	1.3%

[1] White figures include Spanish Surnamed individuals.

NOTE: These figures are the best available unduplicated counts, attempting to adjust for Federal Manpower enrollees trained at public vocational schools.

Adult figures are not included in occupational enrollment figures.

Overlap, Duplication and Gaps

Slightly more than 42 percent of the programs offered by the different agencies and institutions in Denver were available at more than one agency or level. However, many of these overlaps were insignificant in that different skill levels were involved.

In each case, it could be argued that as long as the labor market could absorb the enrollees, these overlaps really provided different groups with opportunities for training.

Secondary programs were concentrated in the trade and industry area with 35.3 percent of the offerings. Business and office programs constituted 24.2 percent and distributive education 18.7 percent of the secondary program.

Postsecondary program were concentrated in business and office (34 percent) with large enrollments in technology (27.7 percent), health (19.9 percent) and trade and industry (18.6 percent).

Federal manpower programs had the most offerings in business and office (14.9 percent) and trade and industry (14.3 percent.) However, these percentages may be misleading as over half the enrollments were identified.

Since the offerings at the secondary level are so limited and are generally unavailable to individuals out of school, it would appear that this lessens the possibility of duplication. Also, the community college provides most of the training for Federal Manpower programs and they usually contract with other agencies only for training that is unavailable at the community college.

Programs Compared with the Local Labor Market

The Colorado Employment Service made a detailed study of three areas during 1970 and from this information we found that approximately 22 percent of occupational enrollments in Denver were in the shortage areas of health, electrical and machine trades.

The Employment Service was in the process of changing their method of collecting labor market data and data on other shortage occupations was not available nor was any information on surplus occupations. Table B-2 shows the enrollments and percentages for which data were available.

It would appear from these data that all agencies would expand their offerings in these areas to better serve the labor market, particularly the Federal Manpower program.

Administration and Coordination

Even though the arrangements for training between Federal Manpower programs and the community college appear to be ideal in terms of coordination and prevention of duplication, program administrators expressed many reservations about the present arrangement.

Table B-2

NUMBER AND PERCENT OF STUDENTS ENROLLED IN TRAINING FOR OCCUPATIONS FOR WHICH THERE IS A SHORTAGE OF WORKERS

DENVER

SKILL TRAINING PROGRAM	NUMBER OF STUDENTS ENROLLED	PERCENTAGE OF TOTAL NUMBER OF STUDENTS ENROLLED IN SKILL TRAINING PROGRAMS
HEALTH AREA	928	12%
ELECTRICAL-ELECTRONICS	432	5%
MACHINE TRADES	397	5%
TOTAL	1,757	22%

Several administrators felt that skill training provided by the private sector was superior for their trainees compared to training received at the community college. Those enrollees who are sent to the community college are enrolled in regular classes. While this might be satisfactory for some participants in manpower programs, it was felt that it was desirable to have a more structured atmosphere for many of the enrollees particularly those who had experienced difficulty with school in the past. It was also reported that training could be purchased more inexpensively in the private sector for some skills.

Since most of the contracts written with the community college are multi-occupational, manpower program administrators usually were not well informed as to what training enrollees were actually receiving. When we asked them for enrollment data, they could only give us the number of enrollees in the program, not the occupation they were training for. It was suggested that this information would be available at the community college, but we were only able to get the total number of referrals and not the number in individual skill training programs.

These factors preclude any planning in terms of labor market needs. While as long as there are individuals who need training, programs could be initiated, there is no way of determining if they are responsive to the labor market, except by checking overall community college enrollments. Even this would not tell if Federal manpower enrollees were represented in those programs with the more promising job prospects.

It was also discovered that follow-up procedures did identify the occupation trained for, so there is no effective way of determining if the person is working in the occupation for which he was trained and if the training were effective.

Secondary programs were in a developing state since they have only been emphasized for the last few years. The local director felt that a great deal more needed to be done in expanding both the size and variety of offerings. He was currently involved in planning as to the most effective way of accomplishing this goal. There did not seem to be much contact or coordination between the secondary program and other programs in the city.

Summary

Program administrators in Denver all reported that the most significant problem was gaps, i.e., persons needing training but not receiving it. The limited offerings coupled with the sizeable effort aimed toward shortage occupations tend to prevent undesirable duplication of programs. However, this may have the effect of limiting opportunities for certain population groups.

It would appear that more effective planning of programs, especially in terms of individual needs and labor market needs, would benefit skill training programs in Denver. Significant skill shortages combined with limited training opportunities currently limit opportunities for many citizens, both disadvantaged and non-disadvantaged. Using the relationships already developed, administrators are in a good position to prevent undesirable duplication of future program offerings.

Table I

Denver

TOTAL NUMBER OF STUDENTS ENROLLED AND TOTAL NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL TRAINING IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS

INSTITUTION/AGENCY	TOTAL ENROLLED	NUMBER ENROLLED FROM CITY	NUMBER IN OCCUPATIONAL TRAINING (1)	NUMBER FROM CITY IN OCCUPATIONAL TRAINING
Denver Public Schools	22,970	22,970	2,509	2,509
Community College of Denver				
North Campus	3,070	1,228	1,889	756
Central Campus	801	721	562	506
West Campus	2,070	311	921	136
Metropolitan State College	2,768	968	775	271
Manpower Development and Training Act - Institutional	664	577	664	577
Concentrated Employment Program	1,167	1,167	301	301
Work Incentive Program	2,627	2,312	794	734
Neighborhood Youth Corps - II	454	454	37	37
Jobs Optional Program	105	89	105	89
National Alliance of Businessmen - Job Opportunities in the Business Sector	875	744	875	744
Denver Public Schools - Adult	20,977	Not Available	12,169	Not Available

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(1) Two hundred and sixty-five Department of Labor enrollees who were trained at the community colleges are included in the enrollments of both the community colleges and the Department of Labor programs.

Table 2

Denver

OCCUPATIONAL OFFERINGS IN PUBLIC INSTITUTIONS BY TYPE AND ENROLLMENT

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Denver Public Schools	
Distributive Education	469
Medical Laboratory Technician	15
Nurse's Aide	15
Home Economics, Occupational Preparation	497
Accounting and Computing Occupations	33
General Office, Office Machines and Clerical	409
Stenographic, Secretarial and Related Occupations	166
Electrical Technology	20
Automotive Services	113
Automobile Body and Fender	15
Aircraft Maintenance	15
Construction and Maintenance Trades	79
Drafting	91
Electronics Occupations	73
Graphic Arts	34
Machine Shop	147
Welding and Cutting	8
Cosmetology	46
Trade and Industrial Occupations	264
TOTAL	2,509
Community College of Denver - North	
Ornamental Horticulture	30
Advertising Services	39
Food Services	20
Dental Assistant	35
Associate Degree Nurse	135
Nurse's Aide	60
Radiologic Technology	94
Radiation Therapy	8
Nuclear Medical Technology	28
Inhalation Therapy	70
Instructor and Home Management and Supporting Services	30
Accounting and Computing	118
Business Data Processing	345
Office Machines and General Clerical	36
Stenographic and Secretarial	101
Office Occupations, Other	272
Civil Techology	13
Electronic Technology	127
Mechanical Technology	10
Engineering Technician and Related	4

Table 2
(Continued)

Denver

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED

Community College of Denver - North (cont'd)

Miscellaneous Technical Education	30
Automobile Technical, Other	38
Automobile Body and Fender	40
Automobile Mechanics	18
Drafting	30
Radio and Television	18
Machine Shop	40
Welding and Cutting	45
Quantity Food Occupations, Other	45
Small Engine Repair	10
TOTAL	1,889

Community College of Denver - Central

Hotel and Lodging	29
Distributive Education, Other	11
Nurse's Aide	32
Surgical Technician	25
Nursing, Other	13
Accounting and Computing	191
Office Machines	23
Stenographer and Secretarial	57
Supervisory and Administration Management	10
Appliance Repair	30
Commercial Art Occupations	40
Drafting	45
Electronics Occupations	30
Graphic Arts	26
TOTAL	562

Community College of Denver - West Campus

Distributive Education	15
Real Estate	10
Retail Trade	2
Nursing, Other	65
Accountants	40
Bookkeeping	6
Office Machines	25
Stenographer and Secretarial	64
Supervisory and Administration Management Occupations	120
Electronics Technology	69
Environmental Control	26
Teaching Assistant at Pre-Primary Level	1
Fire Science	132
Engineering Technician and Related	34
Miscellaneous Technology	7
Automobile Mechanics	36

Table 2
(Continued)

Denver

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Community College of Denver - West Campus (cont'd)	
Business Machine Maintenance	17
Carpentry	36
Heavy Equipment	12
Masonry	26
Diesel Mechanics	17
Drafting	45
Management	15
Welding and Cutting	47
Personal Services	23
Public Service Occupations	16
Other	15
TOTAL	921
Metropolitan State College	
Electronics Technician	113
Aircraft Mechanic	55
Mental Health Worker	150
Civil Technician	33
Quality Assurance Technician	19
Drafting Technician	25
Commercial Pilot	134
Mechanic Technician	76
Nursing	95
Law Enforcement	75
TOTAL	775
Public Schools - Adult	
Advanced Clinic	21
Commercial Art	50
Food Services	68
Traffic Management	30
Transportation Regulation	18
Interior Design	131
Hotel and Motel Maintenance	56
Insurance	576
Supervisory Training	209
Preparatory Promotion	140
Real Estate	667
Bakery Hostess	50
Traffic Management	45
Small Business	162
Record Keeping Small Business	31
General Principle of Insurance	23
Dental Assistant	10
Nurse's Aide	42
Hospital Executive Housekeeping	32

Table 2
(Continued)

Denver

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Public Schools - Adult (cont'd)	
Hospital Housekeeping	60
Child Care	66
Parent Education	1,721
Family Finance	9
Millinery	25
Fashion Coordination	41
Decoration	25
Lunchroom Orientation	666
Upholstery	112
Bookkeeping, Business and Administration	785
Data Processing and Computer Programming	330
Written Communication	16
Report Writing	102
Colorado Probate Process	26
Business English for Secretaries	30
Shorthand, Dictation and Transcribing	695
Typing	819
Legal Technology	24
Electrical Technology	122
Computer Concepts	32
Introduction to Fortran IV	35
Personnel Management for Supervisors	14
Aerospace Opportunities: Senior Systems	19
Basic Electronics	9
High Frequency Circulation Analysis	12
Fundamental Electronics II	12
Basic System for Supervision	6
Electricity Digital Computer Maintenance	14
Advanced Principles of Management and Supervision	8
Communications Technician	19
Advanced Electronic Packaging	37
Advanced Program Technology	52
Introduction to Fortran IV	28
Practical Computers Application	21
Vacuum Technology	32
Fundamental English Administration	27
Fund Management	20
Government Contracts	11
Advanced Blue Print Reading	15
Applied Digital Technology	12
Blue Print Reading	21
Non-Metals Supervisors	15
Electrical Computer Maintenance	3
Electrical Communication Technician F.C.C. License	70
Air Conditioning	18
Government Contract for Supervisors	26
Fundamental Electricity and Electronics	34

Table 2
(Continued)

Denver

Public Schools - Adult (cont'd)

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Basic Electricity for Supervisors	12
Major Appliance Repair Service	52
Appliance Repair	30
Automobile Body and Fender	57
Automobile Mechanic	159
Boiler Maker and Blue Print Reader	47
Sign and Pictorial Painters	15
Carpentry	281
Electricians - Motor	364
Engineer Operating	70
Painter and Decorator	100
Cement Masons	70
Plumber	533
Glassworker	22
Iron and Sheet Metal Workers	400
Carpet, Linoleum and Tile Laying	27
Boilermaker	29
Operator and Maintenance Hardware	185
Drafting, Architecture and Mechanics	101
Electronic Assembly	3
Electricity	81
Electricity, Electronics and Motor Repair	20
Electrician's Code	19
Math for Electronics	15
Electricity Radio Repair	104
Fundamental Electricity for Supervisors	17
Planning and Continuation Methods for Supervisors	21
Construction Management and Supervision	38
Metals Machine Shop	162
Welding Metals and Construction Workers	262
Refrigeration and Applied Service	74
Millwright	73
Commercial Driving	69
TOTAL	12,169

Denver

OCCUPATIONAL OFFERINGS IN FEDERAL MANPOWER OR EDUCATIONAL PROGRAMS: BY TYPE, ENROLLMENT, AND AGENCY PROVIDING TRAINING

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED	AGENCY PROVIDING TRAINING
	Manpower Development and Training Act	
Cosmetology	3	Bonton Beauty School
Barber	1	Colorado Barber School
Refrigerator Mechanic	1	National Electronic Instructor
Welding Combination	1	Certified Welding School
Barber	1	State Barber College
Wig Dresser	1	Denver Wig College
Furniture Upholstery	1	Colorado School of Upholstery
Cosmetology	1	American Beauty College
Appliance and Refrigerator Mechanic	1	National Electronic Instructor
Cosmetology	1	Orchid Beauty Academy
Real Estate Salesman	1	Dick Jones Real Estate Service
Barber	1	Colorado Barber Shop
Computer Programmer	2	Community College of Denver North
Data Processing Operator Technician	1	CCD North
Bookkeeper	4	CCD North
Accounting	1	CCD North
Medical Secretary	1	CCD North
Machine Operator	1	CCD North
Word Processing Typing	1	CCD North
Automobile Mechanic	4	CCD North
Production Machine Operator	5	CCD North
Office Machine Operator	1	CCD North
Bookkeeper I	2	CCD North
Machine Shop	1	CCD North
Automobile Body Repair	1	CCD North
Automobile Mechanic	4	CCD North
Television Service and Repair	1	CCD North
Coin Machine Service	2	Private
Cosmetology	5	Private
Junior Accountant	1	CCD North
Diesel Mechanic	1	CCD North
Draftsman	1	Private
Bartender	1	Private
Welder Combination	2	CCD North
Drafting	2	CCD North
Automobile Body Service	1	CCD North
Teacher's Aide	1	CCD North
Nurse's Aide	1	CCD North
Secretarial Science	1	CCD North
Accounting Clerk	1	CCD North
Welding	1	CCD North
Stenographer	1	CCD North

Table 3
(continued)

Denver

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED	AGENCY PROVIDING TRAINING
Manpower Development and Training Act (cont'd)		
Welding	15	Private
Forestry Aide	27	CCD North
Health	70	CCD North
Recreation Aide	22	CCD North
Multi-Occupation	96	CCD North
Individual Referral	25	Private
Stenographer	4	CCD North
Computer Equipment Operator	1	CCD North
Clerk, General Office	5	CCD North
Air Conditioning/Refrigeration	1	Private
Teacher's Aide	5	CCD North
Welding Combination	1	CCD North
Machine Set-Up Operator	1	CCD North
Teacher's Aide	1	CCD North
Library Assistant	2	CCD North
Clerk, General Office	4	CCD North
Clerk, General Office	1	CCD North
Accounting	1	CCD North
Accounting	1	CCD North
Clerk, General Office	3	CCD North
Office Machine Repair	2	CCD North
Machine Shop	1	CCD North
Automobile Body Repair	3	CCD North
Industrial Drafting	3	CCD North
Radio and Television Service	3	CCD North
Stenographer	4	CCD North
Computer Equipment Operator	1	CCD North
Automobile Mechanic	4	CCD North
Air Conditioning/Refrigeration	1	CCD North
Clerk, General Office	4	CCD North
TOTAL	664	
Concentrated Employment Program		
Finance and Credit	1	Community College
Food Distribution	1	CC
Recreation Aide	1	CC
Recreation and Tourism	2	CC
Stock Clerk	1	CC
Dental Assistant	3	CC
Medical Laboratory Assistant	1	Private

Table 3
(Continued)

Denver

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED	AGENCY PROVIDING TRAINING
Concentrated Employment Program (cont'd)		
Nuclear Medical Technician	1	Community College
Associate Degree Nurse	1	CC
Practical Nurse	1	CC
Orthoptics	1	CC
Clothing Management, Production & Services	1	Private
Administrative Assistant	2	CC
General Office Clerk	14	CC
Filing Office Machine, General Clerical, Other	17	CC
Secretary	2	CC
Stenographer	5	CC
Supervisory and Administrative Management	1	CC
Accountant	5	CC
Teacher's Assistant	1	CC
Programmers	2	CC
Peripheral Computer Equipment Operator	2	CC
Keypunch and Coding Equipment Operator	1	State Employment Service
Keypunch and Coding Equipment Operator	2	CC
Systems Analyst	6	CC
Automobile Body Designer	1	CC
Electronic Technology	6	CC
Mechanical Engineering	9	CC
Numerical Control	1	CC
Automobile Mechanics	8	CC
Automobile Body and Fender	6	CC
Automobile Specialist	2	CC
Transport Equipment, Bodyman	3	CC
Diesel Mechanic	7	CC
Small Engine Repair	1	CC
Air Conditioning Mechanic	1	CC
Cooling	5	CC
Assembling and Repair of Electrical Components	1	CC
Metal Machining	4	CC
Miscellaneous Metal Work	1	CC
Radio and Television Repair	9	CC
Electrician	1	CC
Arc Welder	2	CC
Combination Welder	13	CC
Business Machine Maintenance	2	CC
Excavating	2	CC
Heavy Equipment Operator	3	CC
Barbering	3	Private
Cosmetology	8	Private
Commercial Artist	2	CC
Draftsman	6	CC
Carpentry	5	CC

Table 3
(Continued)

Denver

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED	AGENCY PROVIDING TRAINING
Concentrated Employment Program (cont'd)		
Masonry	1	Community College
Cook/Chef	5	CC
Specialization, Other	13	CC
Specialization, Other	1	Private
Occupational Training, Not Specified	100	
TOTAL	301	
Work Incentive Program		
Accounting	1	H & R Block
Accounting	8	Community Colleges
Accounting	2	Metropolitan State College
Accounting	1	Colorado University, Denver
Automobile Body Repair	3	Emily Griffith Opportunity School
Automobile Body Repair	2	Denver Automotive
Automobile Body Repair	5	M.A.T.T.S.
Automobile Body Repair	4	Community Colleges
Automobile Body Repair	2	Ford Mile-Hi
Barbering	5	Opportunity School
Barbering	1	State Barber College
Barbering	7	Colorado Barber College
Carpentry	3	Community Colleges
Civil Technology	2	Metropolitan State College
Clerk, General Office	88	Opportunity School
Clerk, General Office	9	Barnes
Clerk, General Office	35	Community Colleges
Clerk, General Office	18	Parks
Clerk, General Office	1	Airlines School
Cosmetology	5	Opportunity School
Cosmetology	5	Americana
Cosmetology	5	University Hills Beauty Academy
Cosmetology	4	Orchid
Cosmetology	6	Joslins
Cosmetology	2	Bonton
Cosmetology	1	Englewood
Cosmetology	3	Denver Wig College
Dental Assistant	1	Community Colleges
Dental Assistant	1	Opportunity School
Dental Assistant	4	Colorado School of Medical and Dental Assistants
Draftsman	4	Seible
Draftsman	5	Community Colleges
E.K.G. Technology	4	Denver General Hospital
Electrical Assembly	3	Opportunity School

Table 3
(Continued)

Denver

Work Incentive Program (cont'd)

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED	AGENCY PROVIDING TRAINING
Electrical Technology	4	National Electronics Institute
Electrical Technology	2	Community Colleges
Electrical Technician	1	Metropolitan State College
Electrical Technician	5	Opportunity School
Electrical Technician	7	Electronics Technology Institute
Community Service Aide	15	Metropolitan State College
Community Service Aide	5	Community Colleges
Inhalation Therapy	5	Community Colleges
Interpreter - Technology	3	Community Colleges
Machinists	8	Opportunity School
Licensed Practical Nurse	3	Community Colleges
Licensed Practical Nurse	1	Porters Hospital
Offset Pressman	10	Ambassador School of Lithography
Police Science	7	Metropolitan State College
Power Sewing	7	Opportunity School
Radiologic Technology	21	Community Colleges
Radiologic Technology	1	St. Luke's Hospital
Refrigeration Maintenance	4	Opportunity School
Refrigeration Maintenance	2	Community Colleges
Social Worker	10	Metropolitan State College
Social Worker	1	Colorado University
Surgical Technology	9	Community Colleges
Teacher Education	11	Metropolitan State College
Teacher Education	12	Colorado University
Nursery School Teacher	14	Community Colleges
Nursery School Teacher	6	Metropolitan State College
Welding	5	Opportunity School
Welding	2	Community Colleges
Welding	8	Certified Welding School
Occupational Training, Not Specified	355	
TOTAL	794	

Neighborhood Youth Corps II

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED	AGENCY PROVIDING TRAINING
Secretarial	2	Community College
Barbering	1	Private
Commercial Arts	1	Community College
Dental Assistant	1	CC
Drafting	2	CC
Electronics Technology	1	CC
Automobile Mechanic	1	CC
Nurse's Aide	3	CC
Beautician	25	Private
TOTAL	37	

Table 4

Denver

SUMMARY OF OCCUPATIONAL OFFERINGS AND NUMBER OF STUDENTS SERVED BY SECONDARY, POSTSECONDARY, AND DEPARTMENT OF LABOR PROGRAMS

OCCUPATIONAL OFFERINGS	TOTAL	HIGH SCHOOL	POSTSECONDARY	DEPARTMENT OF LABOR
Forestry	27			27
Ornamental Horticulture	30		30	
Advertising Services	39		39	
Distributive Education	495	469	26	
Finance and Credit	1			1
Food Service Management	20		20	
Hotel and Lodging	29		29	
Police Science Technology	7			7
Real Estate	11		10	1
Recreation Aide	23			23
Recreation and Tourism	2			2
Retail Trade	2		2	
Care and Guidance of Children	20			20
Clothing Products and Services	1			1
Home Management Supervision	30		30	
Occupational Preparation	497	497		
Civil Technician	46		46	
Commercial Pilot Training	134		134	
Community Service Aide	20			20
Electronics Technology	345	20	309	16
Engineering Related Technology	38		38	
Environmental Control	26		26	
Fire Science	132		132	
Quality Assurance Technician	19		19	
Interpreter	3			3
Law Enforcement	75		75	
Mechanic Technician	86		86	
Miscellaneous Technology	37		37	
Social Worker	11			11
Teacher's Aide	23			23
Teacher's Aide, Primary Grades	1		1	
Technical, Other	38		38	
Air Conditioning	6			6
Aircraft Maintenance	70	15	55	
Appliance Repair	30		30	
Automobile Body and Fender	67	15	40	12
Automotive Services	113	113		
Automobile Specialization	17			17
Barbering	20			20
Business Machine Maintenance	17		17	
Carpentry	36		36	
Commercial Art	40		40	
Construction Trades	79	79		
Cook/Chef	5			5
Cosmetology	121	46		75
Diesel Mechanics	17		17	

Table 4
(Continued)

Denver

OCCUPATIONAL OFFERINGS	TOTAL	HIGH SCHOOL	POSTSECONDARY	DEPARTMENT OF LABOR
Drafting	241	91	145	5
Electrical Appliances	1			1
Electrical Assembly	3			3
Electrician	1			1
Electronic Occupations	103	73	30	
Graphic Arts	60	34	26	
Heavy Equipment Operator	12		12	
Machine Shop	195	147	40	8
Masonry	26		26	
Mechanics	54		54	
Metal Trades, Combined	5			5
Personal Services	24		23	1
Printing Press Occupations	10			10
Public Service Occupations	16		16	
Quantity Food Occupations	45		45	
Radio and Television	18		18	
Refrigeration	10			10
Small Engine Repair	10		10	
Small Machine Repair	2			2
Tape Control Machine Operator	1			1
Textile Fabrication	7			7
Upholstering	1			1
Welding	129	8	92	29
Accounting and Computing	384	33	349	2
Administrative Assistant	2			2
Bookkeeping	6		6	
Business Data Processing	345		345	
Clerical Occupations	493	409	84	
General Office Clerk	183			183
Information Communications	2			2
Keypunch Operator	6			6
Office Occupations, Other	272		272	
Peripheral Equipment Operator	3			3
Programmers	4			4
Stenographer	14			14
Stenographer and Related Occ.	392	166	222	4
Stock Clerk	1			1
Supervisory and Adm.Management	130		130	
Systems Analyst	6			6
Typist and Related Occupations	1			1
Dental Assistant	40		35	5
Electrocardiograph Technician	4			4
Health, Not Specified	70		15	55
Inhalation Therapy	70		70	
Licensed Practical Nurse	5			5
Medical Laboratory Technician	16	15		1
Mental Health Worker	150		150	
Nuclear Medical Technology	28		28	
Associate Degree Nurse	135		135	
Nursing, Other	173		173	
Nurse's Aide	107	15	92	
Trade and Industrial Occupations - General	264	264		

Table 4
(Continued)

Denver

OCCUPATIONAL OFFERINGS	TOTAL	HIGH SCHOOL	POSTSECONDARY	DEPARTMENT OF LABOR
Radiation Therapy	8		8	
Radiologic Technology	95		94	1
Surgical Technician	25		25	
Other	873		15	858
TOTAL	8,187	2,509	4,147	1,531*

*Two hundred and sixty-five Department of Labor enrollees trained at postsecondary institutions reported by both Department of Labor and postsecondary institutions (see Tables 2 and 3) are not included in this total.

TABLE 5

SUMMARY OF SELECTED SERVICES AVAILABLE BY PROGRAM

AGENCY/INSTITUTION	VOCATIONAL GUIDANCE	COUNSELING	ADULT BASIC EDUCATION AND REMEDIAL EDUCATION	ENGLISH AS A SECOND LANGUAGE	LEGAL AID	CHILD DAY CARE	TRANSPORTATION	HEALTH SERVICES	JOB DEVELOPMENT AND PLACEMENT
Denver Public Schools	I	I							I
Community College of Denver	I	I	I		X			I	I
Metropolitan State College	*	I			*	I		I	I
MDTA Instutitional		I	I	X	X		I	X	X
CEP		I			X	X	I	I	I
WIN	I	I	I	I	X	I	I	I	I
NYC II		I	I		*	I		*	I
JOP	*	*	*						
NAB-JOBS	I	I	I				*	X	I

I = Provided by Program
X = Available by Referral

* Insufficient Information

Table 4A

Denver

DISTRIBUTION OF OCCUPATIONAL ENROLLMENTS BY LEVEL AND AREA

	SECONDARY	POSTSECONDARY	DEPARTMENT OF LABOR
Agriculture	---	0.7%	1.8%
Distributive Education	18.7%	3.0	2.2
Home Economics	19.8	0.7	1.4
Business & Office	24.2	34.0	14.9
Health	1.2	19.9	4.6
Technologies	0.8	22.7	4.8
Trade & Industry	35.3	18.6	14.3
Other		0.4	56.0
TOTAL	100%	100%	100%

Table 6

Denver

PROGRAM ENROLLMENTS BY OFFERING AGENCY AND POPULATION GROUPS SERVED

INSTITUTION/AGENCY	TOTAL	BLACK	WHITE	SPANISH SURNAME	OTHER
Denver Public Schools	100%	20%	54%	23%	1%
Male	38%				
Female	62%				
Community College of Denver	100	8	78	10	4
Male	60				
Female	40				
North Campus	100	9	74	11	6
Male	55				
Female	45				
Central Campus	100	18	59	18	5
Male	55				
Female	45				
West Campus	100	3	89	7	1
Male	67				
Female	33				
Metropolitan State College	100	5	86	7	2
Male	68				
Female	32				
Manpower Development and Training Act - Institutional	100	20	33	45	2
Male	62				
Female	38				
Concentrated Employment Program	100	37	8	53	2
Male	59				
Female	41				
Work Incentive Program	100	23	34	41	2
Male	58				
Female	42				
Neighborhood Youth Corps II	100	23	16	59	2
Male	45				
Female	55				
Jobs Optional Program - On-The-Job Training	100	5	44	47	4
Male	66				
Female	34				
National Alliance of Businessmen - Job Opportunities in the Business Sector	100	25	17	53	5
Male	72				
Female	28				

Table 7

Denver

NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY

OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY	NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY	PERCENTAGE OF TOTAL NUMBER OF STUDENTS ENROLLED IN ALL OCCUPATIONAL PROGRAMS
Distributive Education	495	6.0%
Real Estate	11	0.1
Electronics Technology	345	4.2
Aircraft Maintenance	70	0.9
Automobile Body & Fender	67	0.8
Cosmetology	121	1.5
Drafting	241	2.9
Electronic Occupations	103	1.3
Graphic Arts	60	0.7
Machine Shop	195	2.4
Personal Services	24	0.3
Welding	129	1.6
Accounting & Computing	384	4.7
Clerical Occupations	493	6.0
Stenographer & Related	392	4.8
Dental Assistant	40	0.5
Health, Not Specified	70	0.9
Medical Laboratory Technican	16	0.2
Nurses' Aide	107	1.3
Radiologies Technology	95	1.2
TOTAL	1,458	42.2

Section 7

DETROIT

I. Introduction

Detroit, with a population of 1,511,322 is by far the largest city in the state of Michigan. It is perhaps best known as the "automobile manufacturing capital of the world." Indeed, 17 percent of Detroit residents work in the motor vehicles industry. Thirty-six percent of Detroit residents are employed in manufacturing. As a point of comparison, only 18 percent of Boston residents are employed in manufacturing.

The city's racial composition is 44 percent Black, 55 percent white, and one percent other races. Less than 42 percent of the population 25 years and over has completed high school and the median years of school completed is 11. Only 4.5 percent of the residents have completed four or more years of college. Approximately one-fourth of the population has had prior vocational training. The median family income in Detroit is $10,045.00, while the median in the nearby city of Dearborn is $13,257.00. According to unpublished Census data (1970), 15 percent of all Detroit residents are classified as poor, and 22 percent of the city's Black population was listed as living below the poverty level. Only 11 percent of poor families in the city receive public assistance.

The entire Detroit area has been hard hit by the 1970-71 recession. The unemployment rate for the Standard Metropolitan Statistical Area went from 3.8 percent in 1968 to 7.0 percent in 1970. Unemployment in the city rose from 5.1 percent of the labor force in 1968 to 8.2 percent in 1970. In 1971 it increased to 10.0 percent. Detroit's dependence on manufacturing, especially motor vehicle manufacturing, makes the entire area more susceptible to economic fluctuations than cities which are highly dependent on services such as Washington, D.C. The city of Detroit will have to broaden its economic base in the next few years to offset a continuous decline in its share of motor vehicle production, as the manufacturers open new plants further from the city.

II. Occupational Education in Detroit

Skill training in Detroit was provided at all levels. A substantial amount of vocational training was provided by the Detroit Public Schools. For postsecondary training, Wayne County Community College is located in the city and served mostly the Detroit population. Two community colleges outside the city limits provided skill training to Detroit residents on about an equal level with Wayne County Community College. As can be seen in Table A, none of the colleges were primarily vocational. Seven Federal manpower training programs operated in the city. There was also adult education provided by the Detroit Schools, and apprenticeship courses at the two outlying community colleges, Macomb County Community College and Henry Ford Community College.

Data supplied by the school system indicated that 42,166 persons were enrolled in vocational education at the secondary school level. This would mean that 70 percent of Detroit's students in grades 10-12 were in vocational training. It would probably be fair to say that the 42,166 figure reflects students enrolled in occupational courses even where they are not in vocational programs and should not technically be considered vocational students. This consideration is supported by data on the occupational offerings which show, for example, that 10,711 students were enrolled in typing and 8,341 in business education.

With the exception of the Cass Technical School, a highly specialized institution comparable to the Bronx High School of Science in New York, which required a "C" or better average for admission, there were no educational requirements for enrollment in secondary vocational education programs in Detroit. Vocational administrators in the city schools estimated that during Fiscal Year 1971 the secondary vocational education program was operating at two-thirds capacity.

At the postsecondary level Wayne County Community College, located within the city of Detroit, provided skill training to 1,300 city residents during FY 1971. The only entrance requirements were that a student be at least 19 or present a high school diploma. Tuition at the college was $9 per credit hour for residents of the city. Henry Ford College, located outside the city of Detroit in Dearborn, enrolled 1,623 Detroit residents in vocational programs during FY 1971. Except for enrollment in an Associate Degree program no high school or general equivalency diploma was required for entrance. Tuition at Henry Ford was $15.00 per semester for Detroit residents. Macomb Community College which enrolled only 790 residents of the city of Detroit in vocational programs required only that a student be of post-high school age. Tuition at the school was $20.00 per semester for Detroit residents.

Of the seven Federal manpower programs operating in the city, the largest was the National Alliance of Businessmen-Job Opportunities in the Business Sector (NAB-JOBS) which placed 2,000 Detroit residents in on-the-job training in FY 1970. Manpower Development and Training Act (MDTA) institutional training served 1,275 individuals with 1,055 receiving skill training. Detroit has a small (76 enrollees) but effective New Careers program. The major strengths of this program, according to its Director, were the provision of all needed services, the extensive use of community resources, and the close supervision of the enrollees. The Concentrated Employment Program (CEP) served 7,723 persons, but only 352 were given skill training. CEP acts primarily as a conduit for individuals to be placed in other programs. Two thousand three hundred and fifty-eight persons referred to NAB-JOBS were awaiting placement during FY 1971.

Occupational Offerings

Of all the people enrolled in preparatory skill training programs in Detroit, 74 percent were enrolled in secondary programs, 22 percent in

Table A

NUMBER OF STUDENTS ENROLLED IN SKILL TRAINING IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS

Institution/Agency	Number Enrolled From City	Number from City in Skill Training
Detroit Public Schools (Grades 10-12)	60,443	42,166
Macomb County Community College	1,720	790
Wayne County Community College	9,000	1,300
Henry Ford Community College	3,372	1,623
MDTA	1,275	1,055
CEP	7,723	352
WIN	2,595	250
NYC II	1,574	216
New Careers	76	76
JOP	450	450
NAB-JOBS	2,000	2,000
Detroit Public Schools/Adult	10,000	2,412
Henry Ford Community College Apprenticeship Program	1,140	1,140
Macomb County Community College Apprenticeship Program	160	160

postsecondary programs, and four percent in Federal manpower programs. Thirty-six programs were being offered by the secondary schools, 45 by postsecondary institutions and 54 by Federal manpower programs. Due to the fact that some programs were offered by more than one level, there were only 89 different course offerings.

Of total enrollees in preparatory skill training programs, the largest percentage (53.4 percent) were in the business and office programs. The largest concentrations of secondary and postsecondary trainees were also in this area, i.e. 59.2 and 39.6 percent respectively. Federal manpower training programs, however, showed the highest concentration in trade and industry, that is, 58.1 percent. Trade and industry is the second largest area on both secondary and postsecondary levels enrolling 27.6 and 21.0 percent respectively of all persons being trained in this area. For the Federal manpower programs, the second largest area is busines and office with 22.3 percent enrolled. The relative emphasis of each training level among the seven major vocational-technical areas is displayed on Table 4-A at the end of the section.

Selected Services

As has been the case with most cities, the Federal manpower programs offered a wider range of supportive services than secondary and postsecondary institutions (see Table 5). It is interesting to note that two of the three community colleges (WCCC and MCCC) had provisions for child care. Transportation was provided by seven of the eleven programs in the city, this despite the fact that transportation was cited by many persons interviewed as a major barrier to participation in the programs. Four of the seven Federal manpower programs taught English as a Second Language, while Wayne County Community College was the only postsecondary institution to offer this service. English as a Second Language was also offered in the secondary schools. Two percent of Detroit's population is Spanish surname.

Characteristics of Students

There was no uniform pattern of demographic characteristics of enrollees in the various training programs. Because of the inflated secondary school' figure it was not possible to derive an accurate total number of enrollees by sex. However, it was estimated that 70 percent of students in vocational programs were female (see Appendix Table 6). Federal manpower enrollees however, were 76 percent male and 24 percent female. CEP, Work Incentive (WIN) program, and New Career enrollees were almost entirely female (88-90 percent) while MDTA-On the Job Training (OJT) and NAB-JOBS enrollees were predominantly male (83 percent). The predominence of males in the OJT programs was typical of other cities studied. One would expect a heavy concentration of men in OJT programs in Detroit, given the area's heavy concentration of manufacturing employment, an area where female employment is generally low. Neighborhood Youth Corps II (NYC II) and MDTA enrollees were about 60 percent male. In the Community Colleges two-thirds of the enrollees in the two suburban institutions were male, while the proportion was reversed in the Detroit-based Wayne County Community College. A quick look at the occupational offerings of the three schools explains the differences in the male-female enrollment. Most of the WCCC courses were in clerical skills, while HFCC and MCCC offered many more courses in the trades and technical fields.

Ninety-nine percent of the Detroit enrollees in the two suburban colleges were white, while 90 percent of WCCC students were Black with seven percent white. There are many reasons why the Detroit enrollees in the suburban colleges were heavily white and enrollees in WCCC were predominently Black. First, there was a lack of financial aid in the suburban colleges. For example, Macomb County Community College had $479,000 for financial aid in 1970. This is an average of less than $28 per student. At Wayne County Community College, on the other hand there was a much larger supply of financial aid. Eight hundred and sixty-one of the enrollees in skill training (66 percent) received financial aid. Transportation to the suburban colleges was also a barrier for inner city Blacks. In addition, there was a general feeling that WCCC was "inferior" to the two suburban institutions. and the more affluent whites tended to attend the latter rather than WCCC.

Sixty percent of public high school enrollees were Black according to unpublished Census data, and interviews with school officials indicated that 60 percent of vocational enrollees were Black. In the Federal manpower programs 90 percent of enrollees in NYC II, WIN, and New Careers were Black as were 99 percent of CEP enrollees. The only program where whites outnumbered Blacks was MDTA-OJT which was 35 percent Black.

Regarding educational characteristics of enrollees, four Federal manpower programs--MDTA, JOP, NAB-JOBS--and New Careers reported that approximately one-half of their enrollees were high school graduates. The specific percentages ranged from 60 percent reported by JOP to 48 percent reported by the NAB-JOBS program. CEP reported that only about 30 percent of its enrollees were high school graduates and WIN reported that its percentage was only about 15.

Although none of the postsecondary institutions required a high school or general equivalency diploma for admissions, all three reported that the majority of their students were high school graduates. Wayne County put the exact percentage at 95.

III. Overlap, Duplications and Gaps

Of the 136 courses offered by secondary, postsecondary, and Federal manpower agencies, 33 or 24 percent, were offered by more than one agency. Eighteen percent of all courses were offered by one other agency while six percent were available at all three agencies. Sixty-four percent of secondary school courses were offered by other programs, 47 percent of postsecondary were available elsewhere, and 54 percent of Federal manpower sponsored courses were given by other agencies.

Comparing the overlap between postsecondary and Federal manpower training programs, we discover that of the 99 total courses offered, 18 were offered by both agencies.. The overlapping courses were concentrated in the health occupations (i.e. licensed practical nursing, medical office assistant, inhalation therapist), metals, welding, graphic arts, and some business and office areas, (i.e. data processing and computer science). While the percentage of all enrollees in courses offered by both agencies exceeded 75 percent, this overlap, although perhaps inefficient, is not really a duplication since these agencies are most likely turning out people at different levels.

On the other hand comparing the overlap between secondary and Federal manpower programs, which in many cases are turning people out at the same skill levels, we find that of the 69 total courses offered, 14 were offered by both agencies. Most of the overlap was in the business and office area. However, while the percentage of enrollees in courses given by both agencies was 49.3, most of the overlap was insignificant in terms of magnitude. As can be seen in Table 4, in many cases the Federal manpower programs had only a few enrollees in an occupation which was primarily offered at the secondary level.

Programs Compared with the Local Labor Market

Information supplied by the Michigan Employment Security Commission (MESC) indicated that six occupational offerings enrolling a total of 16,429 persons or 28.9 percent of the total occupational enrollments were in areas where there was a surplus of workers in the local labor market. These occupations are listed in Table B-1. The largest of these programs was clerk/typist, enrolling 19 percent of all occupational enrollees. It should be pointed out, however, that since 99.5 percent of this training was offered at the secondary schools which reported somewhat inflated figures, the nineteen percent is also somewhat inflated. It is significant that all of the surplus occupations were offered by at least one other agency and two of them, accounting and welding, at all three levels.

Table B-1

NUMBER AND PERCENT OF STUDENTS ENROLLED IN TRAINING FOR OCCUPATIONS FOR WHICH THERE IS A SURPLUS OF WORKERS

DETROIT

Skill Training Programs	Number of Students Enrolled	Percent of Total Number of Students Enrolled in All Skill Training Programs
Accounting	1,299	2.3%
Clerk/typist	10,764	19.0
Keypunch	131	0.2
Sales	3,530	6.2
Welding	575	1.0
Construction Work	130	0.2
Total	16,429	28.9

MESC data indicated only two shortage occupations, licensed practical nurses and registered nurses. As can be seen in Table B-2, these two occupations enrolled less than one percent of total skill training enrollment in the city. Nursing programs were offered both by the postsecondary institutions and the Federal manpower training programs.

Table B-2

NUMBER AND PERCENT OF STUDENTS ENROLLED IN TRAINING FOR OCCUPATIONS FOR WHICH THERE IS A SHORTAGE OF WORKERS

DETROIT

Skill Training Programs	Number of Students Enrolled	Percent of Total Number of Students Enrolled in All Skill Training Programs
Nurses, registered	163	0.3%
Nurses, licensed practical	368	0.6
Total	531	0.9

Programs Compared with Population Groups

The programs aimed at the 16 to 18 age group are secondary school vocational training and NYC II. If we look at Table C we see that these programs were serving 52 percent of all persons in this age group--31.6 percent of the males, 72.0 percent of the females, 64 percent of the Blacks, and 40 percent of the whites. These unusually high percentages reflect the inflated enrollment figures reported by the public schools, a problem which was discussed earlier. Of all Blacks in this age group who were receiving skill training, 99.6 percent received their training in the public schools, while only 0.4 percent were being trained by Federal manpower programs. The percentage of whites being trained by the public schools was 99.9 percent with only 0.1 percent in Federal manpower training programs.

Table C

COMPARISON OF POPULATION GROUPS IN CITY WITH
NUMBERS OF THESE GROUPS IN SKILL TRAINING

DETROIT

Population Group		Total Number in City	Number of Students Enrolled in Skill Training Programs	Percent Enrolled
Age	Race/Sex			
16 to 18	Total	81,638	42,382	51.9%
	White	41,016	16,466	40.0
	Black	40,066	25,494	63.6
	Male	40,463	12,782	31.6
	Female	41,175	29,600	72.0
19 to 44	Total	473,984	5,446	1.1
	White	245,740	2,893	1.2
	Black	222,905	2,483	1.1
	Male	224,277	2,812	1.3
	Female	249,668	2,634	1.1

Note: In each age group the total of Blacks and whites may be somewhat less than the grand total. This difference represents the number of persons of other races, i.e. American Indian, Oriental, residing in the city. Totals of whites include persons of Spanish surname.

Looking at the programs geared to the 19 to 44 age group, we see that there is little difference in the proportion of the population served when the percentages are computed by sex and race. As can be seen in Table C, slightly over one percent of the 19 to 44 age population received training.

When on-the-job training, adult and apprenticeship programs are added to the preparatory programs discussed above and compared with the total population 16 to 44 we find that 9.7 percent of the population was served.

Of all the Blacks receiving preparatory training, 53.3 percent received their instruction at one of the three postsecondary institutions, the remaining 46.7 percent being trained through Federal manpower related agencies.

On the other hand, of all the whites being trained, 92.2 percent were trained at postsecondary institutions, only 0.8 percent being trained by Federal manpower related agencies.

IV. Management, Administration and Coordination

Administrative authority for the education and manpower programs is completely centralized. The Michigan Employment Security Commission, for example, has a national OJT contract. At the same time the Mayor's Committee on Human Research and Development (MCHRD) has responsibility for an OJT program. MCHRD runs the CEP and NYC II programs, while MESC also runs the WIN program and coordinates the NAB-JOBS programs. The Detroit Board of Education provides instruction for the McNamara Skill Center.

There appeared to be a lack of communication between administrators of the Skill Center (educators) and MESC. This was particularly true in the area of determining which occupations were to be offered in training. The results of this gap show up in the surplus occupations area, where a substantial portion of enrollees are being trained for occupations which hold only moderate employment opportunities.

In addition, there seemed to be a lack of overall community involvement in the Federal manpower programs. For example, the Director of the Job Corps Center (which just began operating at the end of FY 1970) reported difficulty obtaining engines to work on in the automobile repair shop. This seems strange in Detroit, capital of the automobile world.

The two suburban community colleges had not made any real efforts to recruit or establish programs specifically for disadvantaged individuals. The general feeling was that Wayne County Community College, which is located in the city, should serve the Detroit population.

V. Summary

Because of data problems, the impact of secondary school training cannot be properly measured. It is doubtful, however, that the school system is fulfilling its job, as statistics furnished by the NYC II Director indicated that 9,000 students drop out of school each year. Census data indicated that only 85 percent of Detroit youth ages 16 and 17 years are enrolled in school.

There is a demonstrated need for expanded remedial manpower services in the city, with 15 percent of the population living below the poverty level and less than five percent of the poverty population 18 to 64 years receiving training. However, the expansion of training programs can produce desired results only if labor market needs are taken into consideration, In fact, indications are that lack of labor market awareness has been one of the major shortcomings of vocational program planning in Detroit. In addition, increased coordination of programs and greater participation of the community would appear to strengthen the manpower effort in the city.

Table 1

Detroit

TOTAL NUMBER OF STUDENTS ENROLLED AND TOTAL NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL TRAINING IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS

INSTITUTION/AGENCY	TOTAL ENROLLED	NUMBER ENROLLED FROM CITY	NUMBER IN OCCUPATIONAL TRAINING(2)	NUMBER FROM CITY IN OCCUPATIONAL TRAINING
Detroit Public Schools	60,443	60,443	42,166	42,166
Macomb County Community College	17,211	1,720	7,833	790
Wayne County Community College	12,000	9,000	1,450	1,300(1)
Henry Ford Community College	11,241	3,372	3,127	1,623
Manpower Development and Training Act	1,275	1,275	1,055	1,055
Concentrated Employment Program	7,723	7,723	352	352
Work Incentive Program	3,462	2,595	705	250
Neighborhood Youth Corps II	1,574	1,574	216	216
Jobs Optional Program	450	450	450	450
National Alliance of Businessmen-Job Opportunities in the Business Sector	2,000	2,000	2,000	2,000
New Careers	76	76	76	76
Henry Ford Community College, Apprenticeship - Adult	2,287	1,140	2,287	1,140
Macomb County Community College, Apprenticeship - Adult	1,580	160	1,580	160
Detroit Public Schools - Adult	10,000	10,000	2,412	2,412

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(1) Includes 861 enrolled for Special Training for the Disadvantaged; almost all from the city.

(2) Ninety-nine enrollees in the Neighborhood Youth Corps II program who were trained at Wayne County Community College were included in the enrollments of both agencies.

Table 2

Detroit

OCCUPATIONAL OFFERINGS IN PUBLIC INSTITUTIONS
BY TYPE AND ENROLLMENT

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Detroit Public Schools - Secondary	
Dental Laboratory Technician	24
Nurse's Aide	739
Child Care and Development	1,255
Automobile Mechanic	1,037
Aircraft Mechanic	163
Construction	128
Carpentry	67
Electricity	535
Painting and Decorating	30
Drafting	4,973
Electronics	1,432
Shop Mechanic	291
Tool Mechanic	1,457
Sheet Metal Worker	25
Welding	395
Cosmetology	220
Small Engine Repair	113
Woodworking	500
Air Conditioning/Refrigeration	50
Aviation	79
Graphic Arts	272
Instrument	19
Plastics	21
Automobile Body and Fender	86
Accounting	455
Bookkeeping	4,032
Business Education	8,341
Business Management	178
Clerical	898
Cooperative Office Training	705
Data Processing	833
Keypunch Operator	131
Office Machines	1,784
Office Procedure	158
Secreterial Skills	2,829

Table 2
(continued)

Detroit

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Detroit Public Schools - Secondary (cont'd)	
Record Keeping	2,409
Typing	10,711
Distributive Education	3,132
TOTAL	42,166
Macomb County Community College	
Accounting	549
Data Processing	531
Clerical	228
Secretary	392
Distributive Education	317
Real Estate	54
General Business	1,623
Automobile Body Design	246
Surveying Technician	112
Architecture	83
Printing	68
Special Machine Design	117
Graphic and Commercial Art	320
Tool and Fixture Design	143
Climate Control Technician	273
Electro-Technology	321
Fluid Power Technology	71
Industrial Supervision	221
Metallurgical Technology	67
Metals Machining	69
Metrology and Calibration	41
Numerical Control	204
Welding	74
Civil Technology	37
Aviation Mechanic	3
Audio-Visual Technician	21
Fire Science	140
Law Enforcement	418
Library Assistant	64
Recreation Leadership	30
Industrial Security	25
Food Service	31
Teacher's Aide	26
Dental Assistant	98
Inhalation Therapist	39
Medical Office Assistant	92

Table 2
(continued)

Detroit

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Macomb County Community College (cont'd)	
Registered Nurse	159
Licensed Practical Nurse	24
Medical Secretary	31
Pre-Engineering	471
TOTAL	7,833
Wayne County Community College	
Teacher's Aide for Comprehensive Clerical Skills	90
Typing and Secretarial Science	250
Distributive Education	40
Clerical Training	40
Urban Technology	367
Pre-School Instructional Aide	19
New Careers	55
TOTAL (1)	861
Accounting and Computing	148
Business Data Processing Systems	77
Stenographic/Secretarial	227
Drafting	19
Law Enforcement	65
Urban Technology	35
Distributive Education	18
TOTAL	1,450
Henry Ford Community College	
Nursing	243
Accounting	137
Secretarial	154
General Business	137
Retailing	22
Architectural Construction	134
Automobile Technician	232
Automotive Service	20
Computer Science	144
Data Processing	214
Drafting	137
Electronics Technician	194

(1) These offerings are especially geared to disadvantaged students.

Table 2
(continued)

Detroit

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Henry Ford Community College (cont'd)	
Metallurgy	76
Numerical Control	81
Commercial Pilot	20
Foods	23
Fire Science	60
Industrial Management	1,099
TOTAL	3,127

Table 3

Detroit

OCCUPATIONAL OFFERINGS IN FEDERAL MANPOWER OR EDUCATIONAL PROGRAMS: BY TYPE, ENROLLMENT, AND AGENCY PROVIDING TRAINING

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED	AGENCY PROVIDING TRAINING
Manpower Development and Training Act		
Alterations	39	MDTA Skill Center
Automotive Cluster	239	MDTA Skill Center
Welding	101	MDTA Skill Center
Building Maintenance	89	MDTA Skill Center
Diesel Mechanic	91	MDTA Skill Center
Clerical	331	MDTA Skill Center
Food Services	42	MDTA Skill Center
Metal Trades	123	MDTA Skill Center
TOTAL	1,055	
Concentrated Employment Program		
Health Occupations Training	142	Archdiocese Occupational Program
Truck Driver Training	17	MDTA Skill Center
Programs for Less Than Class	193	Various Vocational Training Schools
TOTAL	352	
Work Incentive Program		
Computer Operator	14	Various (Individual Referrals)
Data Processing	7	Various
Bookkeeping	1	Various
Clerk Typist	53	Various
Accounting	10	Various
Secretarial	34	Various
Stenographer	29	Various
General Clerical	6	Various
Business Machines	9	Various
Registered Nurse's Program	4	Various
Licensed Practical Nurse	101	Various
Medical Office	9	Various
Medical Laboratory Assistant	2	Various
Radiologic Technician	1	Various
Dental Technician	1	Various
Dental Assistant	1	Various
Nurse's Aide	27	Various
Hospital Attendant	5	Various

Table
(Continued)

Detroit

Work Incentive Program (Cont'd)

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED	AGENCY PROVIDING TRAINING
Inhalation Therapist	6	Various (Individual Referrals)
Automobile Mechanic	11	Various
Diesel Mechanic	2	Various
Automobile Body Repair	4	Various
Electricity	6	Various
Painter's Helper	1	Various
Carpenter's Helper	1	Various
Welder	5	Various
Building Maintenance Man	1	Various
Construction Management Trainee	2	Various
Service Station Attendant	4	Various
Warehouseman	2	Various
Tractor Trailer Driver	2	Various
Cook	1	Various
Seamstress	5	Various
Upholstery	4	Various
Barber	6	Various
Graphic Arts	3	Various
Dog Groomer	1	Various
Social Work	2	Various
Physical Education Instructor	1	Various
Tools	1	Various
Millner	8	Various
Radio & Television Repair	2	Various
Watch Repair	1	Various
Computer Technician	1	Various
Policewomen	1	Various
Retail Marketing	1	Various
Cosmetology	17	Various
Other	289	Various
TOTAL	705	

Neighborhood Youth Corps II
(Out-of-School)

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED	AGENCY PROVIDING TRAINING
Clerical & Distributive Education	99	Wayne County Community College
Technicians, Various	68	Wayne State Technical Training
Trades, Various	20	Wolverine School of Trades
Business Occupations	20	Victor Business School
Sewing, Industrial	9	Kimble School of Sewing
TOTAL	216	

Table 3
(Continued)

Detroit

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED	AGENCY PROVIDING TRAINING
	New Careers	
Field Investigator's Aide	1	Civil Rights
Community Service Aide	1	Civil Rights
Interview Aide	20	MESC
Counselor's Aide	20	MESC
Motor Vehicle Accident Aide	3	Department of State
Title Service Aide	3	Department of State
Child Care Aide	3	Social Services
A.F.D.C. Aide	12	Social Services
Foster Care Adoptions	4	Social Services
Delinquency Services	3	Social Services
Protective Services	2	Social Services
Intake Aide	2	Social Services
Food Stamps Aide	2	Social Services
TOTAL	76	

Table 4

Detroit

SUMMARY OF OCCUPATIONAL OFFERINGS AND NUMBER OF STUDENTS SERVED BY SECONDARY, POSTSECONDARY, AND DEPARTMENT OF LABOR PROGRAMS

OCCUPATIONAL OFFERINGS	TOTAL	HIGH SCHOOL	POSTSECONDARY	DEPARTMENT OF LABOR
Dog Groomer	1			1
Business Management	178	178		
Distributive Education	3,530	3,132	397	1
Industrial Management	1,320		1,320	
Physical Education Instructor	1			1
Recreation	30		30	
Warehouseman	2			2
Real Estate	54		54	
Accounting	1,299	455	834	10
Bookkeeping	4,033	4,032		1
Business Education	1,760		1,760	
Clerk Typist	10,764	10,711		53
Computer Operator	14			14
Clerical	1,503	898	268	337
Computer Science	145		144	1
Data Processing	1,662	833	822	7
Keypunch	131	131		
Library Assistant	64		64	
Office Machines	1,793	1,784		9
Office Procedures	863	863		
Public Service Aides	6			6
Record Keeping	2,409	2,409		
Secretarial	3,886	2,829	1,023	34
Stenographer	29			29
Various Business Occupations(1)	20			20
Child Care and Development	1,274	1,255	19	
Teacher's Aide	116		116	
Community Service Aide	72			72
Dental Assistant	99		98	1
Dental Laboratory Technician	25	24		1
Hospital Attendant	5			5
Inhalation Therapist	45		39	6
Medical Laboratory Assistant	2			2
Medical Office Assistant	132		123	9
Nurse's Aide	766	739		27
Licensed Practical Nurse	368		267	101
Registered Nurse	163		159	4
X-Ray Technician	1			1
Various Health Occupations(2)	142			142
Audio-Visual Technician	21		21	
Climate Control	273		273	
Commercial Pilot	20		20	
Engineering	508		508	
Urban Technology	402		402	
Fire Science	200		200	

Table 4
(continued)

Detroit

OCCUPATIONAL OFFERINGS	TOTAL	HIGH SCHOOL	POSTSECONDARY	DEPARTMENT OF LABOR
Instrument Technology	19	19		
Surveying	112		112	
Police Science	509		508	1
Technical, Other	68			68
Air Conditioning/Refrigeration	50	50		
Aircraft Mechanic	163	163		
Architecture	217		217	
Automobile Body Repair	90	86		4
Automobile Body Design	246		246	
Automobile Diagnostic Testing	3			3
Automobile Mechanics	1,519	1,037	232	250
Automotive Services	21		20	1
Aviation Mechanic	82	79	3	
Barber	6			6
Building Maintenance	90			90
Carpentry	68	67		1
Construction	130	128		2
Cosmetology	237	220		17
Diesel Mechanic	93			93
Drafting	5,129	4,973	156	
Electronics	1,947	1,432	515	
Electricity	541	535		6
Fluid Power Technician	71		71	
Quantity Food Service	97		54	43
Graphic Arts	595	272	320	3
Machine Design	117		117	
Machine Shop	291	291		
Machine Tool	1,457	1,457		
Metallurgy	143		143	
Metals	192		69	123
Metrology and Calibration	41		41	
Milliner	8			8
Numerical Control	285		285	
Painting and Decorating	31	30		1
Plastics	21	21		
Printing	68		68	
Radio and Television Repair	2			2
Sewing	53			53
Sheet Metal	25	25		
Small Engine Repair	113	113		
Tool and Fixture Design	143		143	
Tools	1			1
Tractor Trailer Driver	19			19
Upholstery	4			4
Watch Repair	1			1

(continued)

Detroit

OCCUPATIONAL OFFERINGS	TOTAL	HIGH SCHOOL	POSTSECONDARY	DEPARTMENT OF LABOR
Welding	575	395	74	106
Woodworking	500	500		
Various Trade and Industry (3)	502			502
Careers	55		55	
TOTAL	56,881	42,166	12,410	2,305

(1) Neighborhood Youth Corps II trainees individually enrolled via contract.
(2) Concentrated Employment Program trainees in Archdiocese Occupational Program.
(3) Concentrated Employment Program, Neighborhood Youth Corps II, and Work Incentive Program trainees enrolled via contract, less than class or individually. Department of Labor Programs enrolled an additional 99 persons who were trained in postsecondary programs and reported by them. They are excluded from this total to prevent double counting.

Table 4A

Detroit

DISTRIBUTION OF OCCUPATIONAL ENROLLMENTS BY LEVEL AND AREA

	TOTAL	SECONDARY	POSTSECONDARY	DOL
Distributive Education	9.0%	7.8%	14.5%	.2%
Health	3.1	1.8	5.5	13.0
Home Economics (gainful)	2.2	3.0	0.2	---
Business Office	53.4	59.2	39.6	22.3
Technology	4.8	0.6	19.2	6.4
Trade & Industry	27.5	27.6	21.0	58.1
TOTAL	100.0%	100.0%	100.0%	100.0%

Detroit

TABLE 5

SUMMARY OF SELECTED SERVICES AVAILABLE BY PROGRAM

AGENCY/INSTITUTION	VOCATIONAL GUIDANCE	COUNSELING	ADULT BASIC EDUCATION AND REMEDIAL EDUCATION	ENGLISH AS A SECOND LANGUAGE	LEGAL AID	CHILD DAY CARE	TRANSPORTATION	HEALTH SERVICES	JOB DEVELOPMENT AND PLACEMENT
Detroit Public Schools	I	I		I				*	X
Henry Ford Community College	I	I						*	I
Macomb County Community College	I	I	I			I		X	I
Wayne County Community College	I	I	I	I		I	I	*	I
MDTA Instutitional	I	I	I	I	X		I	I	I
CEP	I	I	I		X	X	I	*	I
WIN	I	I	I		X	I	I	I	I
NYC II	I	I	I		X	X	I	I	I
JOP	I	I	I	I		I			I
NAB-JOBS	I	I	I	I	I	I	I	I	I
New Careers	I	I	I	I	X	I	I	X	I

I = Provided by Program
X = Available by Referral
* Insufficient Information

Table 6

Detroit

PROGRAM ENROLLMENTS BY OFFERING AGENCY AND POPULATION GROUPS SERVED

INSTITUTION/AGENCY	TOTAL	BLACK	WHITE	SPANISH SURNAME	OTHER
Detroit Public Schools	100%	60%	37%	2%	1%
Male	85%				
Female	15%				
Macomb County Community College	100	1.5	98.1	0.2	0.2
Male	67				
Female	33				
Wayne County Community College	100	90	7	1	2
Male	38	38	33	37	
Female	62	62	67	63	
Henry Ford Community College	100	1	99		
Male	67				
Female	33				
Manpower Development and Training Act	100	61	25	10	4
Male	60	55	85	80	
Female	40	45	15	20	
Concentrated Employment Program	100	99	1		
Male	10				
Female	90				
Work Incentive Program	100	90	9	1	
Male	10				
Female	90				
Neighborhood Youth Corps II	100	90	9	1	
Male	61				
Female	39				
On-The-Job Training	100	35	65		
Male	77				
Female	23				
National Alliance of Businessmen-Job Opportunities in the Business Sector	100	60.9	19.7	5.6	13.8
Male	85				
Female	15				
New Careers	100	90		10	
Male	12			16	
Female	88			84	

Table 6
(Continued)

Detroit

INSTITUTION/AGENCY	TOTAL	BLACK	WHITE	SPANISH SURNAME	OTHER
Macomb County Community College, Apprenticeship-Adult	100%	1.5%	98.1%	0.2%	0.2%
Male	0				
Female	0				
Henry Ford Community College, Apprenticeship - Adult	100	1	99		
Male	0				
Female	0				

Table 7

Detroit

NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY

OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY	NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY	PRECENTAGE OF TOTAL NUMBER OF STUDENTS ENROLLED IN ALL OCCUPATIONAL PROGRAM
Distributive Education	3,530	6.2%
Accounting	1,299	2.3
Bookkeeping	4,033	7.1
Clerk Typist	10,764	18.9
Clerical	1,503	2.6
Computer Science	145	0.3
Data Processing	1,662	2.9
Office Machine	1,793	3.2
Secretarial	3,886	6.8
Child Care & Development	1,274	2.2
Dental Assistant	99	0.2
Dental Labortory Technician	25	0.04
Inhalation Theropist	45	0.1
Medical Office Assistant	132	0.2
Nurses Aide	766	1.3
Licensed Practical Nurse	368	0.6
Registered Nurse	163	0.3
Police Science	509	0.9
Automobile Body Repair	90	.2
Automobile Mechanics	1,519	2.7
Automotive Services	21	0.03
Aviation Mechanic	82	0.1
Carpentry	68	0.1
Construction	130	0.2
Cosmetology	237	0.4
Drafting	5,129	9.0
Electronics	1,947	3.4
Electricity	541	0.9
Quantity Food Service	97	0.2
Graphic Arts	595	1.0
Metals	192	.3
Printing & Decorating	31	0.05
Welding	575	1.0
TOTAL	43,250	76.0

Section 8

FORT WORTH

I. Introduction

Fort Worth, in North Central Texas, is a fast growing area with close links to Dallas 20 miles away. Both cities are served by the same airport and residents of each city pass each other daily to jobs in the other. Fort Worth experienced almost a 33 percent increase in population between 1960 and 1970, the population now placed at 393,516. The Fort Worth Standard Metropolitan Statistical Area (SMSA) included Tarrant County, in which it is located, and Johnson County to the south. The SMSA population is 762,086.

For many years, until about 1963, the stockyards were the chief industry of Fort Worth employing thousands of unskilled workers. When the stockyards moved from the city, these thousands of unskilled workers were thrown out of jobs. Some followed the stockyards to other locations; others were absorbed in the few industries which were able to accomodate them: still other joined the unemployed and underemployed. Even before the disappearance of the stockyards, new industries, mainly associated with aviation and defense, were moving in. Their needs, requiring the skills and expertise attuned to the technological demands of sophisticated industry, could be met only by stockyard workers who could be employed in an unskilled capacity or who could be retrained. As a result, new workers moved into the area, creating to a large extent the population increase revealed in the 1970 Census. Among the new large employers were General Dynamics and Bell Helicopter. The activity of these and other similar companies slowed drastically toward the end of the decade as orders were cut back, and employment declined with the slowdown which continued during the remainder of Fiscal Year 1971 (FY 1971), the period covered by this survey.

By contrast with the active years that preceded this decline, the rise in unemployment had a painful effect upon many sectors of the population, i.e. professionals, scientists, and highly skilled technicians suffered job losses, as well as individuals in the medium skills bracket, the semi-skilled, and those in the lower employment echelons who, during an active economy, could manage to support their families on modest income and refrain from being more than marginally dependent on public assistance. All related activity, as well as trades and other establishments that normally are supported by a healthy economy, similarly declined. Offices of the Texas Employment Commission were beset with applications for jobs of any kind from individuals who had a year earlier been well and seemingly permanently established in good paying positions. Many of them had applied to the Manpower Development Training Administration for retraining for jobs that were still in demand at considerably lower wages than they had been earning.

Although many regard the situation as a temporary phenomenon, the job opportunities for the target population of Federal manpower training programs and for those who have been developing skills in the secondary schools and the Tarrant Junior College District (the only publicly funded postsecondary institution oriented toward skill training) have been diminishing because former professionals and highly skilled individuals were being accepted for lower level jobs.

The employment rolls lost 19,300 persons between August, 1970 and August, 1971, dropping from 310,100 to 290,800, a slight decrease of over six percent. In addition to aerospace and defense industry cutbacks, the loss was due to a major oil company moving out of the area, reduction in automotive activity, in fabricated metals, and the closing of a major meat production plant. Some unemployment, resulting from schools being closed for the summer and declining needs in agriculture, was of a seasonal nature. The rise in the unemployment rate was from 3.8 percent in August, 1970 to 6.4 percent a year later.

Almost one-fifth of the residents, 78,230, are Black; 33,336 or 6.2 percent are Spanish surname. Despite this sizable Spanish community, it was not until 1971 that local schools began teaching English as a Second Language.

In the general population, among those 25 years and older, 48.8 percent completed four years of high school or more. Only 33 percent of the Blacks attained this much education, of which there were 1,200 more women than men. About 31 percent of the Spanish surname population had four years of high school or more. The percentage was much higher for the age group 18 to 24 (61.3 percent). This indication that the educational attainment level is improving is supported by the fact that currently 90.7 percent of the 14 to 17 age group is attending school. The 1970 Census revealed that 26.7 percent of the population between the ages of 16 and 64 have received recently, or in the past, some form of vocational training.

Of the general population almost 10 percent of the families had incomes of less than $3,000.00 per year and 4.5 percent received public assistance. The percentage was higher for the Black families, 10.4 percent of whom were welfare recipients, and 26 percent of whom lived below the poverty level with incomes of $2,155.

II. Occupational Education In Fort Worth

There has been a concerted effort in recent years to expand vocational training at all levels, and a growing awareness of the importance of skill training, not only to improve opportunities for more gainful employment, but also to serve the needs of business and industry.

Almost 15 percent of the pupils enrolled in Fort Worth secondary schools were in vocational programs that were either preparing them for labor market entry or for further postsecondary training. This percentage excludes those pupils who were taking home economics and industrial arts courses for either self-improvement or career exploration. At Tarrant

County Junior College, the only publicly funded instituion serving the Fort Worth SMSA, 1,953 students were enrolled in skill training programs. They represented 28 percent of Fort Worth students attending the college. Half of those enrolled in three Federal manpower training programs were in skill training--317 through the Manpower Development and Training Act (MDTA) program, 189 through the Neighborhood Youth Corps II (NYC II), and 31 through the Work Incentive (WIN) program. Fort Worth did not have a Concentrated Employment Program (CEP). In addition, 882 other persons were receiving on-the-job training through MDTA, the Jobs Optional Program (JOP), and the National Alliance of Businessmen-Job Opportunities in the Business Sector (NAB-JOBS) contracts. There were no detailed statistics available on the 3,796 adults enrolled in evening vocational education programs.

Table A[1]

NUMBER OF STUDENTS ENROLLED IN SKILL TRAINING IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS

FORT WORTH

Institution/Agency	Number Enrolled from City	Number from City in Skill Training
Fort Worth Independent School District[2]	22,000	3,274
Tarrant County Junior College District	6,976	1,953
MDTA	548	317
WIN	249	31
NYC II	273	189
MDTA-OJT	233	233
JOP	73	73
NAB-JOBS	576	576
Public School Adult	7,099	3,796

1/ Source: Table 1, Appendix.

2/ Enrollment does not include consumer and homemaking, industrial arts or non-vocational business courses.

Note: As is indicated in Table 2, Appendix, NYC II arranged for 186 training slots from the MDTA Skill Center but the specific MDTA enrollments did not cover all NYC II students attributed to the Skill Center and precise information was unavailable. It is fair to assume, however, that a portion of the 186 represented some duplication in head count.

Occupational Offerings

All told, the secondary schools, Tarrant Junior College and the three Federal manpower training programs provided training in 60 different occupational areas, only four of which were offered by all three. These four were: care and guidance of children, food service and distribution, data processing, and automobile mechanics. The secondary schools offered 40 programs: Tarrant Junior College, 22; WIN, 15 courses for its 31 trainees; MDTA, 11 with all enrollees trained at the Skill Center; and NYC II, seven. Table 4-A at the end of the Section shows the distribution of enrollments by level and area.

In the secondary schools, nine programs accounted for 2,048 enrollees, or 62 percent of the total. Enrollment distribution was as follows:

Automobile mechanics	448
Office machines	294
Distributive education	276
Food services	238
Cosmetology	237
Metals	171
Automobile body repair	141
Care and guidance of children	123
Stenography	120

At Tarrant Junior College 2,688 students, or 82 percent of those taking skill training were enrolled in nine programs. The distribution of enrollment in these programs was as follows:

Data processing	965
Secretarial	441
Law enforcement	279
Associate degree nursing	206
Air conditioning/refrigeration	198
Electrical occupations	196
Drafting	161
Supervisory and administrative management	130
Aeronautical technology	122

Seventy-eight percent, or 418 of the students trained in Federal manpower training programs were enrolled in five areas as shown below:

Clerical	206
Automobile mechanics	71
Licensed practical nursing	56
Woodworking	45
Welding	40

There were 1,350 secondary school pupils engaged in skill training in a cooperative program known as "Partners in Education" who worked 25 hours per week. Trimble Technical School offered more concentrated training in more courses than was available at any other local school, but it was not easily accessible as transportation was limited. With the possible exception of Trimble graduates, few students acquired sufficient job entry skills. This was partly due to the stigma which is still attached to vocational education in Fort Worth, and the reluctance of parents to permit their children to be deterred from preparation for traditional college matriculation. This was a matter of concern to educators who felt that the schools would serve a more useful purpose if more of the student body were encouraged to participate in serious vocational training with the goal of employment after graduation or continuation of training at a higher level. During the year prior to the survey the high schools lost 40 percent of the initial enrollment between the ninth and 12th grades, the greatest dropout occurring in the ninth grade.

The annual report on Vocational Industrial Education sent to the Fort Worth Board of Education in June, 1970 pointed out that the vocational courses offered were based upon a local employment forecast survey conducted by the Texas Employment Commission and representatives of the Texas Education Agency with assistance from the Chamber of Commerce and other local agencies. "The match of offerings and local labor market needs is often thwarted," it stated, citing courses that were needed but not in operation "because students chose not to select them...In many instances, it appears students may select the course which is least unappealing, with little positive forethought. There seem to be many implications for dramatic improvements in occupational orientation, information about the world of work and vocational guidance and [illegible]lling."

Students enrolling at Tarrant Junior College, if under 21 were required to have a high school diploma or its equivalent, with exceptions made for students who showed "they could profit by instruction." These requirements were not in force for students over 21, but all enrolling for allied health courses were tested and screened, primarily to determine the seriousness of intention since facilities at hospitals and clinics are limited. Eighty percent of the students worked full-or part-time. Fifteen percent resided in low income sections of the city. Tuition was $5.00 per semester hour with a maximum of $50.00 per semester for 12 hours or more.

Selected Services

As Table 5 at the end of the Section indicates, WIN offered, as part of the program or via referral, all the ancillary services regarded as helpful or essential to the trainee's progress. All programs provided counseling and, except for NAB-JOBS, vocational guidance and job development and placement. The secondary schools, however, engaged only one professional counselor for 750 pupils. Five of the seven programs had access to legal aid assistance for their students. The secondary schools, MDTA and WIN provided child day care on a limited basis. WIN gave allowances if the children were cared for in the mother's home, but the mother was not reimbursed if she placed her children in a nursery, a factor cited as preventing more women from enrolling in WIN training. Remedial education was provided by four programs, English as a Second Language by three. (Both services were also provided by the public school adult program.)

Both WIN and NYC II provided transportation allowances, but unless the enrollees lived in areas which were close to the bus lines the inconvenience of getting from home to the training site and back was a hindrance to recruiting more applicants.

Characteristics of Students

About three-fourths of the secondary vocational students were white, 17.7 percent Black, and 7.7 percent Spanish surname. Tarrant Junior College was about 90 percent white, seven percent Black, and three percent Spanish surname. The white enrollment in Federal manpower training programs was larger than found in many other cities, the average being 36 percent. There were more females than males in the secondary programs, the ratio being 55/45. Tarrant Junior College, on the other hand, enrolled two males for every female. Men predominated in MDTA-OJT and NAB-JOBS, but MDTA Institutional was 74 females to 36 males. NYC II was female, 60/40, while WIN had practically all women.

As was true in the other cities, the educational level attained by Federal manpower training program enrollees did not correspond with the functional educational level. On the average they had completed eighth or ninth grade, but usually functioned between the third and fifth grade levels. Except for the youths in NYC II, enrollees had some work experience, usually at a variety of low skilled or unskilled jobs which had disappeared with the cutbacks resulting from the economic slowdown. The majority were unemployed at the time they registered for manpower training. Fort Worth had no formally designated poverty areas, but approximately 90 percent of the Federal manpower training program enrollees resided in low income sections of the city. About 35 percent were heads of households. Most NYC II youths had had some encounter with the police, and had entered the program as referrals from agencies dealing with juvenile delinquents. Most of the females had children. Since Texas law does not permit employment with benefits to anyone under 18, training was hindered because in most instances it would be completed before the enrollees were 18 and they would be barred from any meaningful employment anyway. In addition to attrition, which is discouraging, the NYC II program registered about 20 percent absenteeism.

III. Overlap, Duplications and Gaps

Fifteen of the 60 different occupational programs were offered by more than one agency or institution and accounted for a total of 3,929 students, or 55.5 percent of the entire vocational enrollment. Examination reveals that some of the overlap was insignificant. Floristry and business machine maintenance had a combined enrollment of 26 students. Woodworking was provided only to secondary school and NYC II enrollees. Typing and cosmetology, taken by 332 secondary students, fell into the duplicated list because nine more enrollees were being trained by WIN and NYC II under private contracts. Data processing, which enrolled the largest number, 1,054, was offered to 969 students at Tarrant Junior College and to 88 in the high schools. Of the four WIN enrollees, three were taking the course at Tarrant and one at a private institution. In view of the economic slowdown, too many seemed to have been enrolled in electrical occupations and drafting (448 students) since these occupations were among those in which fewer jobs were available. Automobile mechanics listed 587 students in courses offered at all three levels. This, too, may have been an over-enrollment during a period of economic slowdown. On the other hand there were no duplicated offerings for licensed practical nursing or stenography, both occupations in continuing demand.

Of the 60 offerings, 40 were provided by the secondary schools, but 26 or 43 percent only by the secondary schools. Tarrant College offered a total of 22, but 10 courses or 16.6 percent could be pursued only at the college. While Federal manpower training programs offered 33 courses of training, eight or 13.6 percent were available only through these programs.

In nine of the 60 offerings Federal manpower training programs enrolled four or fewer students. Tables 7 and 4 at the end of the Section show, respectively, the **areas** where there was any overlap and where the overlap occurred.

Programs Compared with the Local Labor Market

Examination of local labor market information obtained from official sources indicated that nine programs enrolling 1,356 students (19 percent of the total enrollment) were in areas where there was a surplus of workers. Competition for these jobs has become intense as unemployed technologists with considerable expertise were accepting work below their competencies and earning levels, at least until economic conditions restore their former occupations. As the experts fill the skilled openings, the skilled accept the semi-skilled positions, and the semi-skilled are forced into the unskilled and **servile** occupations. Job openings do exist for such positions as salesmen, maids, guards, carpet cutters, picture framers, upholstery cutters, sewing machine operators, and automobile service station attendants since these positions are harder to fill due to low pay, frequently required night hours, and poor working conditions.

The limited availablity of job openings is particularly trying for the disadvantaged. At best their training in Federal manpower programs was of too short a duration to do more than qualify them for entry into the labor force, but even that door has been largely closed. In addition to the disappointment over the promise of job training, they continue to have the handicaps of lack of experience, lack of child care, transportation inconvenience, and inability to work nights, any of which deter them from accepting such jobs as may exist in the less desirable categories. Despite these handicaps, WIN graduates have met with a fair amount of success. Their performance on the job after training has made employers receptive to them. During FY-1971, 10 removed themselves from Welfare payments and five had their payments reduced. Their staying power in the program has been satisfactory and a number of them have persisted for the general equivalency diplomas, either prior to or in conjunction with occupational training.

One problem cited by all manpower programs was an inability to schedule their trainees in classes at the Community College except at the beginning of a semester. Since Federal manpower training program applicants were recruited and registered throughout the year, many who could be trained and educated at the college were forced to wait until the start of a new semester. Consequently, they would often lose interest or sign up for training immediately available, which in many instances was less challenging as well as disappointing to the career goal they were hoping to attain.

Four of the nine programs in the surplus category were offered at more than one level; electrical technology and drafting at the secondary and post-secondary levels, and typist/general office and cosmetology by Federal manpower programs (nine students) and the secondary schools (332 students).

Only 2.5 percent of the enrollees were in training for jobs which were hard to fill. There was a continuing demand for practical nurses and stenographers. Federal manpower training programs enrolled 56 students in practical nursing and the secondary schools enrolled 120 in stenography.

Tables B-1 and B-2 list the occupational offerings and enrollments for the areas of surplus and shortage.

Table B-1

NUMBER AND PERCENT OF STUDENTS ENROLLED IN TRAINING FOR OCCUPATIONS FOR WHICH THERE IS A SURPLUS OF WORKERS

FORT WORTH

Skill Training Programs	Number of Students Enrolled	Percent of Total Number of Students Enrolled in All Skill Training Programs
Electrical Technology	211	2.9%
Mechanical Drafting	227	3.2
Typist/General Office	96	1.3
Clerk, General	206	2.9
Cosmetology	244	3.3
Nurse's Aide	70	1.0
Metal Fabricating	171	2.4
Welding	40	0.1
Construction Work	84	1.0
Total	1,349	18.1

Table B-2

NUMBER AND PERCENT OF STUDENTS ENROLLED IN TRAINING FOR OCCUPATIONS FOR WHICH THERE IS A SHORTAGE OF WORKERS

FORT WORTH

Skill Training Program	Number of Students Enrolled	Percent of Total Number of Students Enrolled in All Skill Training Programs
Practical Nursing	56	0.1%
Stenography	120	1.6
Total	176	1.7

Looking ahead to an improvement in economic conditions by the time secondary and postsecondary students are ready for the labor market, and ascertaining future needs from information supplied by Fort Worth industrialists and businessmen, vocational educators urged more courses and more enrollments in appliance repair, civil technology, data processing, electronics, food services, graphic arts, allied health, and secretarial science. A general complaint regarding Federal manpower training programs was that the training period was too short. One instructor pointed out that a first class auto mechanic cannot be produced with less than four years of training. Thus the most he could do with a student whose "previous preparation is at best hardly adequate is to train him in one aspect of auto mechanics so that he can acquire more training as he works on the job." The training of typists came in for criticism. The enrollees did well at the Skill Center--copying perfectly from a perfectly typed sheet--but failed the test given by the Texas Employment Commission. "It's because they can't read, don't understand what they are typing and would be lost if they had to correct a mistake on the sheet they were copying."

The Skill Center tried in 22 weeks to cover courses that require a year at Trimble Technical High School with pupils who are better equipped educationally. In addition, the Skill Center needed to take time for counseling, motivation, changing attitudes, and testing, which were not necessary for Technical School students. School educators and Federal manpower program supervisors both recognized the necessity of more psychiatric services for adolescents with emotional problems.

An experimental one-year project to train 60 inmates from Tarrant County Jail at the MDTA Skill Center met with sufficient success to propose its being integrated in the regular MDTA program. Jail inmates, sentenced for misdemeanors, were brought to the Skill Center daily. There they were trained with and worked among the other students, few of whom realized that their co-trainees had not come into the program via the customary channels.

Except for limited expansion of present offerings as indicated above, there was little sentiment for increasing job training for more of the target population of the Federal manpower training programs; since it appeared there would be scant expectancy of places in the labor market for some time to come. Too often a student qualified through training only to find that the openings that had been available when he started had vanished in the cutback that occurred during the months he was preparing for the job.

Table C

COMPARISON OF POPULATION GROUPS IN CITY WITH
NUMBERS OF THESE GROUPS IN SKILL TRAINING

FORT WORTH

Population Group		Total Number in City	Number of Students Enrolled in Skill Training Programs	Percent Enrolled
Age	Race/Sex			
16 to 18	Total	21,307	3,463	16.2%
	White	16,488	2,545	15.5
	Black	4,695	918	19.5
	Male	10,522	1,549	14.7
	Female	10,785	1,914	17.7
19 to 44	Total	136,407	3,623	2.6
	White	109,568	3,065	2.7
	Black	22,574	558	2.4
	Male	66,692	2,208	3.3
	Female	69,715	1,415	2.0

Note: In each age group the total of Blacks and whites may be somewhat less than the grand total. This difference represents the number of persons of other races, i.e. American Indian, Oriental, residing in the city. Totals of whites include persons of Spanish surname.

Programs Compared with Population Groups

As can be seen in Table C, Fort Worth public schools enrolled 3,274 students in vocational programs. When we add the 189 enrolled by NYC II, we find that 3,463 or 16.2 percent of the 16 to 18 age group were taking skill training. Tarrant Junior College and the Federal manpower training programs enrolled about 3,623 or 2.6 percent of those between 19 and 44.

If we add on-the-job training and adult vocational education, we find that 8,301 individuals, or 6.7 percent of the older age group were served in publicly funded skill training programs. Racially, among the younger group, 15.5 percent of the whites were enrolled and 19.5 percent of the Blacks. The female percentage was higher than the male, 17.7 percent as opposed to 14.7 percent. In the 19 to 44 age bracket, 3,065 or 2.7 percent of the enrollees were white and 578 or 2.4 percent were Black. More men were enrolled than women, 2,208 as opposed to 1,415 or 3.3 and two percent respectively for that age group.

IV. Management, Administration and Coordination

Had it not been for the economic slump, Fort Worth might have made marked advances toward its goal of increasing vocational offerings at all levels, and of inducing more students to engage in training, since educators, employment officers and members of the business community have been working with harmony and determination to effect a working relationship between the product of vocational education and labor market needs. Among the several training groups interviewed there seemed to exist a real understanding of each other's problems, and little if any criticism of any other agency programs.

Three major obstacles to improving employment opportunities for the disadvantaged have yet to be surmounted (when economic conditions improve). These obstacles are: union restrictions regarding apprentice training, the limited areas for female employment, and state laws which forbid youth below the age of 18 from taking jobs which may be deemed hazardous. For example, while NYC II claims to have 46 of its trainees enrolled in automobile mechanics at the Skill Center, MDTA merely describes its course as "automotive." Automobile mechanics in Fort Worth was apparently singled out by the Federal manpower training programs as being an apprentice program and therefore not allowable. Aspects of automobile mechanics are given at the Skill Center, such as service station specialist, brakeman, tune-up man, etc. but not to the extent of the more challenging skill training that has been observed at Skill Centers in other cities.

The lack of child care provisions for working mothers must again be pointed out. Not only does this deficiency prevent many women from seeking work, let alone training; many mothers who do work keep older children home from school to care for younger ones. One official cited a survey of a single poverty block which revealed that 111 children who should have been in school were instead at home caring for younger siblings. "Many 15 to 17 year-olds are giving these children the same disruptive conditions in which they grew up. Their mothers were unable to work because there was no one else to care for them when they were small, and they are staying home now for the same reason, having abandoned school and shunning the opportunity to prepare for meaningful jobs."

V. Summary

Despite the higher percentage of youth who are remaining at school, the dropout rate is alarming. It is estimated that 55 percent of those in the general population who start kindergarten drop out before they complete high school. The rate among the Spanish surname population has been higher, 85 percent, due in large measure to the language barrier. This figure is expected to drop now that the schools are offering English as a Second Language. Currently, however, with the large dropout group, there is a sizeable number of 16 to 18 year-olds who are not being reached for any kind of job training.

At Tarrant County Junior College, supervisors felt that many young people were not aware of the career education the college offered, and that greater efforts should be made to bring the college to their attention. There were as many students over 21 as under that age. It was felt that the college and the community would benefit if a larger group of under-21-year-olds was brought into the enrollment.

A significant comment was made by a supervisor concerned with on-the-job training, who pointed out that small companies offered the best opportunity to develop inherent abilities. "In the big companies, the disadvantaged guy gets lost in the shuffle. In a small company he gets individual attention plus training in a variety of jobs. He may be brought in as a motor winder, but by the end of the year he could well be a motor rebuilder, and has had experience in writing invoices, delivering supplies, making himself useful around the office or stockroom. He then brings to his next job a general understanding of whole procedures in addition to his capability in a particular skill. But he cannot get that kind of training in a large company."

Table 1

Fort Worth

TOTAL NUMBER OF STUDENTS ENROLLED AND TOTAL NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL TRAINING IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS

INSTITUTION/AGENCY	TOTAL ENROLLED	NUMBER ENROLLED FROM CITY	NUMBER IN OCCUPATIONAL TRAINING (1)	NUMBER FROM CITY IN OCCUPATIONAL TRAINING
Fort Worth Independent Public School District	22,000	22,000	3,274	3,274
Tarrant County Junior College District	10,141	6,976	3,275	1,953
Manpower Development and Training Act	548	548	317	317
Work Incentive Program	249	249	30	31
Neighborhood Youth Corps II	273	273	189	189
Manpower Development and Training Act - On-The-Job Training	233	233	233	233
Jobs Optional Program	73	73	73	73
National Alliance of Businessmen-Job Opportunities in the Business Sector	576	576	576	576
Fort Worth Public Schools-Adult	7,099	7,099	3,796	3,796

(1) Two Department of Labor enrollees who were trained at Tarrant County Junior College are included in the enrollments of both agencies.

Table 2

Fort Worth

OCCUPATIONAL OFFERINGS IN PUBLIC INSTITUTIONS BY TYPE AND ENROLLMENT

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Fort Worth Public Secondary Schools	
Automotive	15
Distributive Education	276
Floristry	8
Food Services	238
Dental Assistant	25
Nurse's Aide	70
Therapy	10
Medical Assistant	13
Care and Guidance of Children	123
Institutional and Home Management	30
Accounting and Computing	62
Data Processing	88
Filing, Office Machines	294
Information Communications	19
Stenographer, Secretarial, and Related	120
Supervisory and Administrative Management	33
Typing and Office Related Offerings	95
Air Conditioning	20
Appliance Repair	20
Automobile Body and Fender	141
Automobile Mechanics	448
Aviation	45
Business Machine Maintenance	2
Commercial Art	92
Commercial Photography	46
Carpentry	8
Masonry	30
Construction Skills and Maintenance	84
Drafting	66
Diesel Mechanic	41
Electricity	25
Electronics Maintenance	87
Fabric Maintenance	8
Graphic Arts	71
Instrument Maintenance and Repair	6
Metalworking	171
Cosmetology	237
Leatherworking	35
Upholstery	31
Woodworking	41
TOTAL	3,274

Table 2
(continued)

Fort Worth

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Tarrant County Junior College	
Floristry	10
Care and Guidance of Children	65
Food Distribution and Services	24
Fashion Merchandise	47
Middle Management	130
Dental Hygiene	42
Medical Laboratory Technician	30
Nurse, Associate Degree	206
Operating Room Technician	28
Radiologic Technician	70
Data Processing	965
Commercial Transportation	39
Secretarial	441
Architecture	42
Electricity	186
Air Conditioning/Refrigeration	198
Automobile Mechanics	68
Instrumental Media	45
Aeronautical Technician	122
Drafting and Design	161
Fire Training	77
Law Enforcement	279
TOTAL	3,275

Fort Worth

OCCUPATIONAL OFFERINGS IN FEDERAL MANPOWER OR EDUCATIONAL PROGRAMS: BY TYPE, ENROLLMENT, AND AGENCY PROVIDING TRAINING

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED	AGENCY PROVIDING TRAINING
	Manpower Development and Training Act Institutional Training	
Clerical	113	Fort Worth Skill Center
Cashier Checker	40	Fort Worth Skill Center
elding	26	Fort Worth Skill Center
oodworking	32	Fort Worth Skill Center
utomotive	25	Fort Worth Skill Center
asoline Engine Repair	4	Fort Worth Skill Center
ending Machine Repair	6	Fort Worth Skill Center
Production Machine Operator	3	Fort Worth Skill Center
Small Parts Assembler	14	Fort Worth Skill Center
icensed Practical Nurse	52	Fort Worth Skill Center
ulinary Arts	2	Fort Worth Skill Center
OTAL	317	
	Work Incentive Program	
osmetology	3	Texas Beauty College
osmetology	1	Arlington Beauty College
arber	1	Texas Barber College
ecretary	3	Brantley-Draughon College
ecretary	4	Commercial College
icensed Practical Nurse	2	Harris Hospital
icensed Practical Nurse	2	Saint Joseph's Hospital
ata Processing	3	Tarrant Cnty Jr. College
ata Processing	1	Brantley-Draughon College
hild Care Attendant	1	Tarrant Cnty Jr. College
ashier Checker	1	Fort Worth Skill Center
lerk General	2	Fort Worth Skill Center
ypist	1	Brantley-Draughon College
ccounting	4	Brantley-Draughon College
aboratory Technician	1	Tarrant Cnty Jr. College
OTAL	30	
	Neighborhood Youth Corps II	
utomobile Mechanic	46	MDTA Skill Center
ssembly, Small Parts	9	MDTA Skill Center
elding	14	MDTA Skill Center
lerical	91	MDTA Skill Center
osmetology	3	Technical Institute
ashier	13	MDTA Skill Center
oodworking	13	MDTA Skill Center
OTAL	189	

Table 4

Fort Worth

SUMMARY OF OCCUPATIONAL OFFERINGS AND NUMBER OF STUDENTS SERVED BY SECONDARY, POSTSECONDARY, AND DEPARTMENT OF LABOR PROGRAMS

OCCUPATIONAL OFFERINGS	TOTAL	HIGH SCHOOL	POSTSECONDARY	DEPARTMENT OF LABOR
Automotive	15	15		
Commercial Transportation	39		39	
Distributive Education	276	276		
Fashion Merchandise	47		47	
Floristry	18	8	10	
Food Service and Distribution	264	238	24	2
Dental Assistant	25	25		
Dental Hygiene	42		42	
Medical Assistant (office)	13	13		
Medical Laboratory Technician	31		30	1
Nurse's Aide	70	70		
Associate Degree Nurse	206		206	
Licensed Practical Nurse	56			56
Operating Room Technician	28		28	
Therapist	10	10		
X-Ray Technician	70		70	
Care and Guidance of Children	188	123	65	
Institutional and Home Management	30	30		
Accounting	66	62		4
Cashier Checker	54			54
Clerical	206			206
Data Processing	1,056	88	965	3
Information Communications	19	19		
Office Machines	294	294		
Secreterial	448		441	7
Stenographers	120	120		
Typing and General Office	96	95		1
Supervisory and Administrative Management	163	33	130	
Instrumental Media	45		45	
Fire Training	77		77	
Law Enforcement	279		279	
Air Conditioning/Refrigeration	218	20	198	
Aeronautical Technician	122		122	
Appliance Repair	20	20		
Architecture	42		42	
Automobile Body	141	141		
Automobile Mechanic	587	448	68	71
Aviation	45	45		
Barber	1			1
Business Machine Maintenance	2	2		
Vending Machine Repair	6			6

Table 4
(continued)

Fort Worth

OCCUPATIONAL OFFERINGS	TOTAL	HIGH SCHOOL	POSTSECONDARY	DEPARTMENT OF LABOR
Carpentry	8	8		
Commercial Art	92	92		
Commercial Photography	46	46		
Construction Skills	84	84		
Cosmetology	244	237		7
Diesel Mechanic	41	41		
Drafting	227	66	161	
Electricity	211	25	186	
Electronics	87	87		
Fabric Maintenance	8	8		
Graphic Arts	71	71		
Instrument Repair	6	6		
Leatherworking	35	35		
Masonry	30	30		
Metals	171	171		
Production Machine Operator	3			3
Small Engine	4			4
Small Parts Assembler	23			23
Upholstery	31	31		
Welding	40			40
Woodworking	86	41		45
TOTAL	7,083	3,274	3,275	534 *

* An additional two enrollees in Department of Labor programs who received their training at and were reported by Tarrant County Junior College were excluded from this total.

Table 4A

Fort Worth

DISTRIBUTION OF OCCUPATIONAL ENROLLMENTS BY LEVEL AND AREA

AREA	LEVEL SECONDARY	POSTSECONDARY	DEPARTMENT OF LABOR
Distributive Education	16.4%	3.7%	0.4%
Health	3.6	11.5	10.7
Home Economics(Gainful)	4.7	1.9	--
Business and Office	21.7	48.3	51.5
Technical Education	--	10.9	--
Trade and Industry	53.6	23.7	37.5
TOTAL	100.0%	100.0%	100.0%

SUMMARY OF SELECTED SERVICES AVAILABLE BY PROGRAM

AGENCY/INSTITUTION	VOCATIONAL GUIDANCE	COUNSELING	ADULT BASIC EDUCATION AND REMEDIAL EDUCATION	ENGLISH AS A SECOND LANGUAGE	LEGAL AID	CHILD DAY CARE	TRANSPORTATION	HEALTH SERVICES	JOB DEVELOPMENT AND PLACEMENT
Forth Worth Public Schools	I	I			X	X	X		I
Tarrant County Jr. College District	I	I	I	I	X				I
MDTA - Instutitional	I	I	I		X	X			I
WIN	I	I	X	X	X	X	I	X	I
NYC II	I	I	I		X		I	I	I
MDTA-OJT	I	I							I
NAB-JOBS		I		X					

I = Provided by Program
X = Available by Referral

* Insufficient Information

NOTE: Remedial Education and English as a Second Language were Provided by the School Adult Program

Table 6

Fort Worth

PROGRAM ENROLLMENTS BY OFFERING AGENCY AND POPULATION GROUPS SERVED

INSTITUTION/AGENCY	TOTAL	BLACK	WHITE	SPANISH SURNAME	OTHER
Fort Worth Independent Public School District	100%	17.3%	75%	7.7%	
Male	45%				
Female	55%				
Tarrant County Jr. College	100	7	90	3	
Male	67				
Female	33				
Manpower Development and Training Act	100	68	31	1	
Male	38	33	39	33	
Female	62	67	61	67	
Manpower Development and Training Act-On-The-Job Training	100	32	59.5	7.5	
Male	77	60			
Female	23	40			
National Alliance of Businessmen-Job Opportunities in the Business Sector	100	53	36	11	
Male	86	70	75	80	
Female	14	30	25	20	
Work Incentive Program	100	73	26	1	
Male	1	1			
Female	99	99	100		
Neighborhood Youth Corps II	100	50	27	23	
Male	40	38	60	50	
Female	60	62	40	50	
Jobs Optional Program	100	35	50	15	
Male	70				
Female	30				
Fort Worth Public Schools - Adult	100	21	72	7	
Male	43				
Female	57				

Table 7

Fort Worth

NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY

OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY	NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY	PERCENTAGE OF TOTAL NUMBER OF STUDENTS ENROLLED IN ALL OCCUPATIONAL PROGRAMS
Floristry	18	--
Food Service and Distribution	264	3.72%
Care and Guidance of Children	188	2.60
Accounting	66	0.09
Data Processing	1,054	14.80
Secretarial	448	6.30
Typing and General Office	97	1.30
Supervisory and Administrative Management	163	2.30
Air Conditioning/Refrigeration	218	3.00
Automobile Mechanic	587	8.00
Business Machine Maintenance	8	--
Cosmetology	244	3.20
Drafting	277	3.80
Electricity	211	3.00
Woodworking	86	1.20
TOTAL	3,929	55.50%

HARTFORD

I. Introduction

Hartford, population 158,017, is a major manufacturing, commerical and government center located in North Central Connecticut. The manufacturing segment of the city's economy is dominated by the aircraft industry which employs close to half of all area factory workers and produces aircraft engines and parts. Other leading products manufactured in the area include office machinery, machine tools, electrical switches, hand tools, helicopters, glass working machines, chains, mechanical and electrical counting devices, carpets, rugs, brushes and firearms.

In the non-manufacturing segment the area's economy is characterized by government activity, with Hartford the seat of the state government, as well as by insurance, wholesale and retail distribution and the service and tobacco industries.

During 1970 the city of Hartford along with other areas of the state and country was affected by the economic recession.

Factory employment dropped considerably with the biggest cut occurring in fabricated metals, and the aircraft industry. On the other hand, gains in non-agricultural employment were realized in the service industries, retail employment, government, and construction. Overall, however, between mid-August 1970 and April 1971, the unemployment rate in the Hartford area rose from 4.9 percent to 6.4 percent causing the U.S. Department of Labor to reclassify the area from a group "C" or "moderate unemployment" to a group "D" or "substantial unemployment" area.

The racial composition of the population of Hartford is as follows: white, 63.2 percent; Black, 27.9 percent; Spanish surname, 7.6 percent; and American Indian and Oriental, 1.3 percent.

The major obstacles facing Hartford's unemployed are similar to those facing the unemployed in other major cities. They include lack of education, lack of occupational skills, lack of transportation, difficulty in adjusting to the job market, physical and mental handicaps, and in many instances, possession of a police record.

In addition to minority group members, persons with language difficulties and persons with little education and low level skills who have traditionally constituted the bulk of the unemployed, the recent cutbacks in the aircraft and fabricated metals industries have added mechanical, electrical, chemical, and aeronautical engineers to the ranks of the city's unemployed. These displaced technical people are commonly referred to as the "invisible disadvantaged".

II. Occupational Education in Hartford

Skill training alone and in combination with a package of manpower services designed to alleviate the traditional economic, social and physical problems of the unemployed is a relatively new undertaking for the city of Hartford. Until recently, vocational education in the city was operated by the State of Connecticut. It was only within the last five years that the city of Hartford took over this function from the state and began operating vocational programs in its public schools. During Fiscal Year 1971 (FY 1971) secondary vocational programs were being operated in grades 11 and 12 in three comprehensive high schools in the city. These programs were open to all students who selected them. According to reported information, 3,524 or 51.7 percent of total secondary students in the city were enrolled in vocational education during that year (see Table A).

It is likely that this figure reflects a course count rather than a head count. For example, in Hartford a student is considered vocational if he takes two hours of vocational education or two courses per day. On this basis any student taking more than this amount was probably counted twice, and two academic students, each taking one hour of vocational education per day are counted as one vocational student.

In addition to the three comprehensive high schools offering vocational programs, there is another facility which offers vocational education at the secondary level. This is the Albert I Prince Regional Vocational-Technical School, one of 14 technical and secondary schools operated and funded by the State of Connecticut. The Prince School which is tuition-free to state residents requires that an entering student display not only interest in a particular vocational area but evidence of aptitude as well. During F Y 1971 Albert I. Prince was offering vocational and technical courses to 560 students 274 of whom were residents of the city of Hartford. Whereas the composition of each of the comprehensive high schools reflected that of its neighborhood, the A.I. Prince School attracted secondary students from all over the city and surrounding areas as well. Whereas 75 percent of the students in the comprehensive high schools come from families which were disadvantaged according to Federal criteria, this held true for only 55 percent of the enrollees of the A.I. Prince School. Differing racial and sex characteristics between the two populations can be seen in Table 6.

In addition to differing characteristics of enrollees, there was also a difference in the nature of course offerings between the Prince School and the public schools. Whereas 100 percent of the offerings at the Prince School fall into the trade and industrial occupation category, only 11 courses, enrolling a total of 251 persons or 8.5 percent of the vocational enrollment in the comprehensive high schools, fell into this category. By far the largest category of enrollment in the comprehensive high schools was business and office education which accounted for 52 percent of the total vocational enrollment of the comprehensive high schools. The number and variety of vocational offerings in the public high schools was limited by the state's policy of not funding city schools to operate programs which the state operated in state-run schools.

Table A

NUMBER OF STUDENTS ENROLLED IN SKILL TRAINING IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS

HARTFORD

Institution/Agency	Number Enrolled from City	Number from City in Skill Training
Hartford Public Schools (grades 10-12)	274	274
A.I. Prince Regional Vocational Technical School (secondary)	6,255	2,964
A.I. Prince Regional Vocational Technical School (postsecondary)	149	149
Greater Hartford Community College	749	292
Hartford State Technical College	233	233
Manchester Community College	173	63
MDTA	315	315
CEP	1,098	191
WIN	918	488
NYC II	177	70
JOP	93	93
NAB-JOBS	580	580
Urban League	104	104
Hartford Public Schools (Adult)		1,009
A.I. Prince Regional Vocational Technical School (Apprenticeship Program)		2,000

At the postsecondary level in Hartford there were four institutions which offered vocational training opportunities to Hartford's residents. These were as follows: The A.I. Prince Regional Vocational Technical School, Greater Hartford Community College, Hartford State Technical College, and Manchester Community College. However, the accessibility of these schools to Hartford residents for vocational training was limited by five factors. First, only two of the schools, A.I. Prince and Hartford State Technical, were 100 percent vocational. Both Greater Hartford Community College and Manchester Community College reported vocational enrollments of 39 percent. Second, all schools enrolled residents from all over the State of Connecticut. Third, only one of the schools was located within the central city itself and there is no public transportation system outside the city. Fourth, three of the schools charged tuition of $100.00 per year and fifth, all schools required a high school diploma or general equivalency. In addition, Hartford State Technical College required two years of math or one year of physics or chemistry and an engineering aptitute test.

Only 737 Hartford residents were enrolled in occupational training programs in these institutions during FY 1971. The racial and sex characteristics of these enrollees can be seen in Table 6.

Most offerings at Greater Hartford Community College and Manchester Community College were in business and office education. Hartford State Technical College, the only institution offering training in technologies reported 2.5 times as many applicants as openings.

In addition to the four postsecondary institutions there are eight Federal Manpower programs which offer vocational training specifically geared to residents of Hartford who meet disadvantaged criteria. Five of these programs--the Manpower Development and Training Act (MDTA) Institutional program, the Concentrated Employment Program (CEP), the Work Incentive (WIN) program, the Neighborhood Youth Corps II (NYC II), and Opportunities Industrial Center (OIC)--offer vocational training in a classroom setting and three of them--the National Alliance of Businessmen-Job Opportunities in the Business Sector (NAB-JOBS), the Jobs Optional Program (JOP), and the Urban League On-the-Job Training Program (OJT) provide on-the-job training.[1] The first five programs served a total of 1,064 individuals.

One way of estimating the impact of the Department of Labor programs in the city of Hartford is to compare the total number of enrollees to the total number of disadvantaged persons of working age in the city. According to 1970 Census data we find that there were 11,381 such persons in Hartford. Thus the eight programs of the Department of Labor combined were serving 16.2 percent of the city total population requiring training.

Occupational Offerings

As can be seen from Table 4, the Department of Labor enrollees in a classroom training situation had 18 vocational options. While the options were somewhat varied, the number was considerabely lower in Hartford than in cities where the Skill Center was part of the commuity college system. Table 4-A shows the relative concentration of each training level by occupational area. By far the largest concentration for each level was in office education.

The NAB-JOBS program and JOP trained enrollees in over 50 occupations in various industries. There tended to be some concentration in the service industry. No contracts were written for low level or semi-skilled occupations. While all of the Federal Manpower programs were geared toward the disadvantaged population, each program tended to concentrate on a certain segment of this population. For example, CEP, run by the Hartford Community Renewal Team, served only residents of the CEP target area. Among these residents recruitment preference was given to those who could fill current job market needs, i.e. persons who had English-speaking ability, young women for clerical jobs.

1/ CEP does not provide its own skill training. Rather, it purchases institutional training from MDTA and OJT training from NAB-JOBS.

WIN served only welfare recipients and NYC II served primarily 16 to 17 year-olds who are high school dropouts.

A final category of vocational programs offered in Hartford falls into the supplementary rather than preparatory classification. In Hartford there were two such programs during FY 1971. The first was the A.I. Prince School evening apprenticeship program aimed primarily at upgrading, and the second was vocational courses operated by the Public Schools, Department of Adult Education. During FY 1971 these two types of programs served 3,009 people.

Selected Services

Table 5 presents a tabulation of supportive services provided by the public schools and Federal Manpower programs of Hartford. The public schools and community colleges provided the traditional services of public schools, recruitment, primarily handled by an admissions officer, and counseling which was usually described as "inadequate." The secondary schools did not have any strictly vocational counselors and placement was generally handled by a placement officer and/or department heads. A nurse was usually available to provide emergency medical care.

The Federal Manpower programs provided services specifically geared to the disadvantaged. English as a Second Language and Adult Basic Education were offered at the Skill Center and available to NYC II, MDTA, CEP, and WIN enrollees. Program directors pointed out that more English as a Second Language classes were needed to accomodate the growing number of Spanish surname clients. Transportation, medical care and day services were present to some extent but viewed by most program directors as seriously inadequate to the need. WIN enrollees received services through the Welfare Department which were not available to other enrollees

Characteristics of Students

About 66 percent of the students in the comprehensive high schools were Black with 23 percent white and 10 percent Spanish surname. The A.I. Prince School reported only 10 percent Black and 10 percent Spanish surname with the remainder being white. Of the postsecondary institutions, the school with the greatest percentage of Blacks was Greater Hartford Community College.

Among the Federal Manpower programs, the program with the greatest number of Blacks was the Urban League program. The next highest being CEP with 63 percent Black. The only Federal Manpower program reporting any significant number of individuals with Spanish surnames was NYC II with 75 percent in this category.

As far as educational level is concerned, all the Federal Manpower programs reported that the majority of their enrollees had terminated their formal education somewhere between grades nine and 11. In addition, NAB-JOBS reported that 12 percent of its enrollees had completed high school while the figure for the WIN program was 36 percent. At the other end of the scale the NAB-JOBS program reported that 15 percent of its enrollees had completed eight or fewer grades of formal education while the percentage for the WIN program was 20 percent.

The only program in Hartford reporting functional educational levels was the NYC II program (for high school dropouts). This program reported an average grade achievement level of 5.2 in reading and 3.8 in math.

As all of the postsecondary institutions serving the city required a high school or general equivalency diploma for admissions, all postsecondary students were high school graduates.

III. Overlap, Duplications, and Gaps

Looking at the total number of persons from Hartford enrolled in preparatory occupational training, we find that 64 percent were enrolled in secondary programs, 15 percent in postsecondary programs, and 21 percent in Federal Manpower classroom programs.

Examining the total occupational offerings of all types of preparatory training in Hartford in Table 4, we find areas of overlap (see Table 7). Together these areas accounted for 32 percent of the total preparatory training. Looking at levels of training, we find three areas--bookkeeping and accounting, data processing, and drafting--offered both by postsecondary institutions and high schools. It is unlikely that this is a duplication, as the courses of training were being offered at different levels, the postsecondary institutions requiring a high school diploma or general equivalency for entrance. The same is true of welding which was offered by the postsecondary institutions and the Federal Manpower programs. Clerical/typist, automobile services and sheet metal were offered by the high schools and Federal Manpower programs probably preparing people for the same basic entrance level. These three offerings accounted for 12 percent of the total preparatory training.

Programs Compared with the Local Labor Market

In comparing program offerings with labor market data, Table 4 with Table B-1, we find that during FY 1971 only 3.6 percent of the preparatory training was done in surplus related occupations. The surplus occupations were electrical and mechanical technology and assembly. Altogether, the number of persons who were trained in these occupations was 263. An additional surplus area is general clerical. This area was not listed in Table 7 because of the lack of direct comparability between labor market occupational classifications and the categories reported to the National Planning Association by the public schools and Federal Manpower programs. It should be pointed out, however, that to the extent that business and office education in the high schools was training general clerks, the number of persons being trained in surplus occupations could be considered greater than 263.

Table B-1

NUMBER AND PERCENT OF STUDENTS ENROLLED IN TRAINING FOR OCCUPATIONS FOR WHICH THERE IS A SURPLUS OF WORKERS

HARTFORD

Skill Training Programs	Number of Students Enrolled	Percent of Total Number of Students Enrolled in All Skill Training Programs
Electrical Engineer	143	1.9%
Mechanical Engineer	96	1.3
Small Parts Assembler	24	0.4
Total	263	3.6

On the other hand, 22 percent of the total training in Hartford during FY 1972 was offered in 10 occupations for which there was a shortage of workers. Labor market data indicated 11 additional shortage areas where training efforts might be undertaken. These are as follows: registered nurses, keypunch operators, real estate and insurance salesmen, tool makers, screw machine operators, milling machine operators, office machine repairmen, cabinet makers, television repairmen, automobile body repairmen, and electrical repairmen. Shortage occupations are shown in Table B-2.

Table B-2

NUMBER AND PERCENT OF STUDENTS ENROLLED IN TRAINING FOR OCCUPATIONS FOR WHICH THERE IS A SHORTAGE OF WORKERS

HARTFORD

Skill Training Programs	Number of Students Enrolled	Percent of Total Number of Students Enrolled in All Skill Training Programs
Secretaries	496	6.7%
Stenographers	209	2.8
Typists	685	9.3
Office Machine Operators	37	0.5
Telephone Operators	1	0.01
Guards and Watchmen	1	0.01
Tool Makers	21	0.3
Automobile Mechanics	104	1.4
Brick and Stone Masons and Tile Setters	30	0.4
Plumbers, Gas and Steam Fitters	35	0.5
Total	1,619	21.9

Programs Compared with Population Groups

Table C shows the percentage of Blacks and whites in two age brackets being served by occupational training programs. Looking first at the 16 to 18 years bracket, we see that 41 percent of all persons in this age bracket were being served by occupational training. It should be pointed out that since 97.8 percent of this enrollment was in the public schools, and that public school enrollment was most likely reported by course count rather than head count, the percentage is somewhat inflated. Looking next at the sex breakdown, we see that while 54.3 percent of all females in this age group were served by occupational training programs, the percent was only 26.4 for males.

There are a number of reasons for this. First, most of the courses offered in the public high school were female-oriented (i.e. office and related occupations). While the A.I. Prince School offered primarily male-oriented occupations, the total number of enrollees was so small it doesn't make an impact on the total. As far as the NYC II program is concerned, the director cites a preponderance of female applicants, attributing the paucity of males to the low pay and the fact that most males in that age group are difficult to reach--many being felons, drug users, in trouble with the law, etc.

Turning to racial characteristics, we see that although Blacks constituted only 31 percent of the 16 to 18 year-old population, available data indicated that they made up 39 percent of the vocational enrollments. In other words, 60 percent of the total Blacks in this age group were being served by vocational educational programs. Because comparable Census data for Spanish surname persons in these age groups were not available at this time, Spanish surname individuals were not broken out from the white in Figure C.

Moreover, relating data provided by the few respondents to unpublished 1970 Census data, it is possible to make some similar estimates regarding services to Spanish surname individuals. For example, unpublished Census data indicated that there were 1,120 Spanish surname persons in Hartford between the ages of 16 and 18 during FY 1971. While this figure may be a little low due to the fact that there are Spanish people who do not have Spanish surnames, it seems that by using it we find that 33.5 percent of all Spanish surname individuals in this age group were being served. This is almost twice the proportion of Spanish surname people in the population of the age group.

Looking at the 19 to 44 age group, we find that only three percent of the total were involved in vocational training. The ratio of males served to total number of males in the population group is the same as that for females--3.0 percent. Again, using unpublished information from the 1970 Census, we find that the ratio of Spanish surname individuals in the population (18-44) was 26.2 percent. For Blacks, the ratio was 3.3 percent and for white, 2.9 percent. Again, using unpublished data from the 1970 Census, which indicated that Spanish surname persons consitute 26.2 percent of the population in this age group, we find that the percentage of Spanish surname persons served was 14.8 percent.

Table C

COMPARISON OF POPULATION GROUPS IN CITY WITH
NUMBERS OF THESE GROUPS IN SKILL TRAINING

HARTFORD

Population Group Age	 Race/Sex	Total Number in City	Number of Students Enrolled in Skill Training Programs	Percent Enrolled
16 to 18	Total	8,065	3,308	41.0%
	White	5,507	1,997	36.3
	Black	2,465	1,281	60.0
	Male	3,833	1,011	26.4
	Female	4,232	2,297	54.3
19 to 44	Total	57,218	1,731	3.0
	White	39,760	1,158	2.9
	Black	16,605	553	3.3
	Male	27,363	834	3.0
	Female	29,858	897	3.0

Note: In each age group the total of Blacks and whites may be somewhat less than the grand total. This difference represents the number of persons of other races, i.e. American Indian, Oriental, residing in the city. Totals of whites include persons of Spanish surname, in this case 376 in the 16 to 18 age group and 257 in the 19 to 45 age group.

IV. Management, Administration and Coordination

While there appeared to be some coordination among the secondary schools, the community colleges and the area vocational schools, this is actually limited to the contacts between counselors at the high school and postsecondary institutions. There appeared to be even less coordination between the secondary, postsecondary, and Federal Manpower programs. Even among Federal Manpower programs the degree of coordination was very limited. Well over 10 million dollars is spent annually on manpower and related programs in the Hartford area. While recent attempts have been made to deal with the area manpower effort on a functional versus a program by program basis, each agency tends to get bogged down in its own bureaucratic paperwork. For example, even three agencies using the Hartford Skill Center, CEP, WIN, and MDTA had not talked to each other in reference to a coordinated institutional training effort until September, 1971.

Within the MDTA program itself there was considerable friction between the Department of Labor and the Department of Health, Education and Welfare (HEW) over their respective roles in implementing the program. The MDTA coordinator (Department of Labor) contended that HEW had a "laundry list" of courses which were offered year after year, irrespective of labor market needs. He pointed out that he would like more employer participation in determining training needs and further, that he would like the Department of Labor to be given the responsibility for making referrals to educational institutions. He indicated a desire to use community colleges to a greater extent, pointing out that community colleges have tremendous possibilities, especially for skill up-grading."2/

According to the MDTA Coordinator, a further problem in coordination between the Department of Labor and HEW was the fact that each agency had its own counselors who "may both be counseling enrollees in different directions." He further criticized the schools for not giving any work orientation.

Turning from problems of coordination within particular programs to problems of coordination and planning for the city as a whole, the director of the Manpower Area Planning Council (MAPC) pointed out that the major barrier to coordinated planning resulted from the fact that different programs had different methods and instruments (reporting forms) for evaluating their successess and that there was no common denominator for assessing all programs. Labor market data was supplied to the Employment Service by the State Research and Information Department as well as by a technical unit of the State Administrative Office operating at a staff level. With the advent of ESARS and Job Bank output reports, supervisors will be trained in better management techniques and more effective ways of utilizing data. A strong force within the Hartford Manpower was the MAPC Director. A former CEP director, it was through his recognition of the need for coordination and his efforts in this direction that the city was moving toward a coordinated manpower program.

V. Summary

Hartford, with a high unemployment rate and a high percentage of minorities, faces a major challenge in vocational education, particularly so

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2/ At the present time HEW has entire responsibility for the educational component of the MDTA program and during FY 1971 was providing all of the training at the Hartford Skill Center.

because vocational education is a relatively new undertaking for the city. With 75 percent of the high school students coming from disadvantaged families, the need for good vocational programs is critical.

For a number of reasons, the most important being inadequate transportation, the postsecondary institutions have not provided significant vocational training opportunities to residents of the city.

While the Federal Manpower institutional programs are having a greater impact on adults than the postsecondary institutions, the vocational options of these programs are still quite limited. In view of the economic situation in Hartford it would seem that training and re-training efforts be expanded with more training directed toward the shortage occupations listed in Section III.

Table 1

Hartford

TOTAL NUMBER OF STUDENTS ENROLLED AND TOTAL NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL TRAINING IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS

INSTITUTION/AGENCY	TOTAL ENROLLED	NUMBER ENROLLED FROM CITY	NUMBER IN OCCUPATIONAL TRAINING	NUMBER FROM CITY IN OCCUPATIONAL TRAINING
Hartford Public Schools	6,255	6,255	2,964	2,964
A.I. Prince Regional Vocational Technical School - Secondary	560	274	560	274
A.I. Prince Regional Vocational Technical School - Postsecondary	311	149	311	149
Greater Hartford Community College	1,314	749	513	292
Hartford State Technical College	1,370	233	720	233
Manchester Community College	2,682	173	1,055	63
Manpower Development and Training Act	318	315	318	315
Concentrated Employment Program	1,098	1,098	191	191
Work Incentive Program	1,251	918	651	488
Neighborhood Youth Corps II	177	177	70	70
Jobs Optional Program	133	93	133	93
National Alliance of Businessmen-Job Opportunities in the Business Sector	580	580	580	580
Urban League-On-The-Job Training	107	104	107	104
Hartford Public Schools - Adult			1,009	1,009
A.I. Prince Regional Vocational Technical School - Apprenticeship Program			2,000	2,000

Table 2

Hartford

OCCUPATIONAL OFFERINGS IN PUBLIC INSTITUTIONS; BY TYPE AND ENROLLMENT

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
A.I. Prince Regional Vocational Technical School - Secondary	
Automotive Mechanic	55
Beauty Culture	51
Carpentry	52
Drafting	33
Electrical	56
Fashion Design	34
Industrial Electronics	86
Machine Shop	27
Masonry	30
Oil Burner Maintenance	20
Plumbing	35
Printing and Lithography	37
Sheet Metal	23
Tool and Die	21
TOTAL	560
Hartford Secondary Public Schools	
Business and Office Education	1,541
Bookkeeping and Accounting	116
Data Processing	139
Stenography	209
Clerk Typist	512
Automotive Servicing	85
Machine Operation	48
Automotive Mechanic	49
Appliance Repair	48
Nurse's Aide	42
Food Management Production and/or Service	7
TSP Telephone Operator	1
Printing	7
Bookbinding	6
Bank Teller and Branch Management	2
Restaurant Management Trainee	3
Building Maintenance	1
Meat Cutter	1
Vacuum Assembly and Sheet Metal	1
Junior Technician Electrical	1
Food Store Management	6

Table 2
(continued)

Hartford

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Hartford Secondary Public Schools (cont'd)	
Service Stations	1
Phone Installer	2
Telephone Framesman	2
Distributive: Education I	76
Distributive: Education II	58
TOTAL	2,964
A.I. Prince Regional Vocational Technical School - Postsecondary	
Dental Assistant	19
Licensed Practical Nurse	239
Barbering	13
Construction Design Drafting	22
Welding	18
TOTAL	311
Greater Hartford Community College	
Management	137
Marketing	21
Accounting	123
Data Processing	103
Secretarial	129
TOTAL	513
Hartford State Technical College	
Civil Engineering Technology	151
Data Processing Technology	118
Electrical Engineering Technology	143
Mechanical Engineering Technology	96
Nuclear Engineering Technology	37
Tool Engineering Technology	37
Civil Highway Group Work-Study Program	46
Pre-Technical College Program	72
Surveying Technology	20
TOTAL	720
Manchester Community College	
Accounting	73
Data Processing	117
Secretarial	117
Supervisory and Administrative Management	231

Table 2
(continued)

Hartford

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Manchester Community College (cont'd)	
Hotel and Lodging	74
Marketing	47
Surgical Technician	32
Occupational Therapy	59
Police Science Technology	305
TOTAL	1,055
Public Schools Adult Education	
Automotive Mechanics	59
Electronics	28
Home and Electrical	30
Machine Shop	17
Drafting	30
Woodworking	53
Blueprint and Shop Mathematics	21
Record Keeping	26
Bookkeeping	45
Business Training	25
Business Law	19
Business Machines	35
Data Processing	33
Keypunch (beginning)	39
Office and Clerical Practice	25
Shorthand	145
Stenoscript	28
Typewriting	351
TOTAL	1,009

Table 3

Hartford

OCCUPATIONAL OFFERINGS IN FEDERAL MANPOWER OR EDUCATIONAL PROGRAMS: BY TYPE, ENROLLMENT, AND AGENCY PROVIDING TRAINING

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED	AGENCY PROVIDING TRAINING
	Manpower Development and Training Act	
Clerical	123	MDTA Skill Center
Automotive	65	MDTA Skill Center
Welding	16	MDTA Skill Center
Assembly	24	MDTA Skill Center
Tailoring	10	MDTA Skill Center
Clerical	15	MDTA Skill Center
Metal Trades	20	MDTA Skill Center
Other	45	MDTA Skill Center
TOTAL	318	
	Concentrated Employment Program	
Teacher's Aide	20	Private Agency, Non-Profit Private Public School
Coach	7	Non-profit Private Agenc
Drug Counselor	5	Public Agency
Parole Officer	3	Public Agency
Administrative Assistant	6	Non-profit Private Agenc Community College
Laboratory Assistant	6	Hospital, Non-profit Private Agency
Neighborhood Fieldworker	15	Public Agencies
Social Worker's Aide	4	Public Agencies
Social Service Aide	5	Public Agencies
Community Organizer	2	Church
Psychiatric Aide	1	Hospital
Child Care Aide	1	Public Agency
Other	116	Public Agency
TOTAL	191	
	Work Incentive Program	
Secretarial	250	Private Agency, Private Schools, Public Agency
Hairdressing	88	Private Schools
Medical Aide	113	Hospital, Community College
Social Worker	200	Public Agency
TOTAL	651	

(Continued)

Hartford

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED	AGENCY PROVIDING TRAINING
	Neighborhood Youth Corps II (Out-of-School)	
Clerical	35	MDTA Skill Center
Craftsmen	35	MDTA Skill Center
TOTAL	70	

Table 4

Hartford

SUMMARY OF OCCUPATIONAL OFFERINGS AND NUMBER OF STUDENTS SERVED BY SECONDARY, POSTSECONDARY, AND DEPARTMENT OF LABOR PROGRAMS

OCCUPATIONAL OFFERINGS	TOTAL	HIGH SCHOOL	POSTSECONDARY	DEPARTMENT OF LABOR
Finance and Credit	2	2		
Distributive Education, General	134	134		
General Merchandise	68		68	
Hotel and Lodging	74		74	
Food Services	3	3		
Food Distribution	7	7		
Nurse's Aide	42	42		
Surgical Technician	32		32	
Occupational Therapy	59		59	
Dental Assistant	19		19	
Licensed Practical Nurse	239		239	
Medical Assistant	113			113
Health Occupations - Drug Abuse	5			5
Psychiatric Aide	1			1
Medical Laboratory Assistant	6			6
Clothing Production	10			10
Care & Guidance of Children	1			1
Administrative Assistant	6			6
Education Assistant	27			27
Business & Office Education	1,541	1,541		
Bookkeeping & Accounting	312	116	196	
Data Processing	477	139	338	
Stenography	209	209		
Clerk Typist	685	512		173
Communication Clerk & Operator	1	1		
Machine Operator	37		37	
Supervisory and Administrative Occupations	368		368	
Secretarial	496		246	250
Police Science	305		305	
Electrical Technology	143		143	
Mechanical Technology	96		96	
Nuclear Technology	37		37	
Civil Engineering Technology	217		217	
Social Work Aide	229			229
Carpentry	52	52		
Cosmetology	152	51	13	88
Lineman	4	4		
Machine Tool Operator	75	75		
Automobile Mechanic	104	104		
Automobile Services	150	85		65
Appliance Repair	48	48		
Quantity Food Occupation	7	7		

Table 4A

Hartford

DISTRIBUTION OF OCCUPATIONAL ENROLLMENTS BY LEVEL AND AREA

AREA	LEVEL		
	SECONDARY	POSTSECONDARY	DEPARTMENT OF LABOR
Agriculture	--%	--%	--%
Distributive Education	4.1	5.5	--
Health	1.2	13.4	10.2
Home Economics(Gainful)	--	--	.9
Business and Office	71.5	45.6	37.1
Technical Education	--	30.7	18.6
Trade and Industry	23.2	4.8	33.2
TOTAL	100.0%	100.0%	100.0%

Table 4
(Continued)

Hartford

OCCUPATIONAL OFFERINGS	TOTAL	HIGH SCHOOL	POSTSECONDARY	DEPARTMENT OF LABOR
ookbinding	6	6		
raphic Arts	44	44		
ustodial Services	1	1		
eat Cutter	1	1		
heet Metal	44	24		20
Pre-Technical Education	72		72	
lectrician	57	57		
roduct Design	34	34		
ndustrial Electrician	86	86		
asonry	30	30		
eating	20	20		
ool and Die	21	21		
Plumbing and Pipefitting	35	35		
rafting	55	33	22	
elding	34		18	16
rafts, General	35			35
ssembly	24			24
eneral Trade & Industry	161			161
TOTAL	7,353	3,524	2,599	1,230*

*Part of this total (less than 100 persons) were trained at the Community Colleges. As they were not reported by the respective colleges. They have been included in this total.

SUMMARY OF SELECTED SERVICES AVAILABLE BY PROGRAM

AGENCY/INSTITUTION	VOCATIONAL GUIDANCE	COUNSELING	ADULT BASIC EDUCATION AND REMEDIAL EDUCATION	ENGLISH AS A SECOND LANGUAGE	LEGAL AID	CHILD DAY CARE	TRANSPORTATION	HEALTH SERVICES	JOB DEVELOPMENT AND PLACEMENT
Hartford Public Schools	*	I		*	*		I		I
A.I. Prince Area Technical School	I	I		*	*				I
Greater Hartford Community College	I	I	I	*	*				I
Hartford State Technical College	I	I		*	*				I
Manchester Community College	I	I	I	*	*				I
MDTA Institutional	I	I	I	X	*	X	X	X	I
CEP	*	I	I	*	*		I	I	I
WIN	*	I	X	*	*	I	I	I	I
NYC II	*	I	I	I	*		I	X	X
JOP	*	I	X	*	*				I
NAB-JOBS	*	X	X	*	*	X	X	X	I
Urban League OJT(1)	*	*	*	*	*	*	*	*	*

I = Provided by Program
X = Available by Referral

* Insufficient Information

(1) No interview was conducted.

Table 6

Hartford

PROGRAM ENROLLMENTS BY OFFERING AGENCY AND POPULATION GROUPS SERVED

INSTITUTION/AGENCY	TOTAL	BLACK	WHITE	SPANISH SURNAME	OTHER
Public Schools	100%	66%	23%	10%	1%
Male	26%				
Female	74%				
A.I. Prince Vocational Technical School	100	10	80	10	
Male	80				
Female	20				
A.I. Prince Vocational Technical School	100	3	95	2	
Male	80				
Female	20				
Greater Hartford Community College	100	28	65	6	1
Male	66				
Female	34				
Hartford State Technical College	100	3	93	4	
Male	96				
Female	4				
Manchester Community College	100	4	95	1	
Male	67				
Female	33				
Public Schools - Adult	100	40	50	10	
Male	0				
Female	0				
Manpower Development and Training Act	100	37	22	41	
Male	49				
Female	51				
Concentrated Employment Program	100	63	4	29	4
Male	41				
Female	59				
Work Incentive Program	100	45	43	10	2
Male	5				
Female	95				
Neighborhood Youth Corps II	100	20	5	75	
Male	30				
Female	70				

Table 6
(Continued)

Hartford

INSTITUTION/AGENCY	TOTAL	BLACK	WHITE	SPANISH SURNAME	OTHER
Jobs Optional Program	100%	26%	66%		8%
Male	81%				
Female	19%				
National Alliance of Businessmen-Job Opportunities in the Business Sector	100	54	17	29	
Male	49				
Female	51				
Urban League-On-The-Job Training Program	100	85	5	10	
Male	60				
Female	40				

Table 7

Hartford

NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY

OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY	NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY	PERCENTAGE OF TOTAL NUMBER OF STUDENTS ENROLLED IN ALL OCCUPATIONAL PROGRAMS
ookkeeping and Accounting	312	4.2%
ata Processing	477	6.5
lerk-Typist	685	9.3
ecretarial	496	6.7
osmetology	152	2.1
utomobile Services	150	2.0
heet Metal	44	.6
rafting	55	.8
elding	34	.5
OTAL	2,405	32.7%

Section 10

JACKSONVILLE

I. Introduction

Jacksonville, a consolidated city-county governmental unit, encompassing 892 square miles in the Northeastern sector or Florida, is area-wise the largest city in the nation. The Jacksonville metropolitan area is an important area economically. First, as the focal point of an overnight distribution system to an estimated 25 million persons within a radius of 500 miles (from Atlanta to Key West), the deep water port of Jacksonville is the hub of Federal and state highways and expressways, trunk-line railroads, and commercial air carriers. Its linkage to the Atlantic seaboard by the Atlantic Intracoastal Waterway and a new international airport for jet aircraft, which opened in 1968, have all served to develop Jacksonville as a major center of commerce in the Southeast United States. In 1971, commerce and transportation employed 37.7 percent of the area's civilian labor force.

Second, as the "Gateway City" of Florida, Jacksonville is a leading financial center, including a Federal Reserve Branch Bank. As a result of the passage of favorable insurance laws by the state legislature in 1953, Jacksonville had become the home and regional office of 36 insurance companies by the late 1960's. In 1971 the finance, insurance, and real estate industry employed 9.9 percent of the total civilian labor force and the area is continuing to grow.

The construction industry which in 1970 employed only 6.5 percent of the total civilian labor force is the most rapidly expanding sector of Jacksonville's economy, having grown 6.8 percent from 1970 to 1971. The service industry (personal services, hotel and lodging, and medical services) which employed 15.6 percent of the total civilian labor force in 1971 has also grown with the opening of Disneyland in nearby Orlando in 1971, and with the expansion of the local hospital government activity, which in 1971 employed 17.5 percent of the total civilian labor force also increased slightly from 1970 to 1971.

In summary, Jacksonville appears to have a healthy expanding economy with an abundance of employment opportunities. This is borne out by the fact that in November, 1971 Jacksonville's unemployment rate was only 2.4 percent, the lowest of the 20 cities visited.

According to the 1970 Census, the population of Jacksonville was 528,865. Of this number 400,[illegible] (75.8 percent) were white, 7,007 (1.3 percent) were Spanish surname, 118,[illegible] (22.3 percent) were Black, and 3,012 0.6 percent) were other. According to the 1970 Census, [illegible] or 17 percent of the city's total population were living below the poverty income. Of these poor, 38,343 or 42.7 percent were of working age. Of these working age poor, 19,047 or 49.7 percent were Black, 8.9 percent were Spanish surname, the remaining 41.4 percent being white and other.

II. Occupational Education in Jacksonville

The expansion of the Jacksonville economy has provided local leaders with the impetus to train and upgrade many of the community's disadvantaged, heretofore not utilized because of inadequate education and formalized training.

Youth is the highest training priority in the city, with vocational education being the top priority of the Duval County School Board. In 1968-69 the Duval County Secondary Schools offered 115 vocational units. In 1970-71 the number of units had increased to 230.4 with the number of classes tripling during this period and the number of students increasing almost six fold from 2,650 in 1968-69 to 15,334 in 1970-71. During Fiscal Year 1971 36.6 percent of all students in grades 10 through 12 were enrolled in occupational programs. Although enrollment in occupational programs in Duval County high schools is open to all interested students, 90 percent of these enrolled are referred by counselors. Generally these students fall into the lower quartile of their class. Of all the people enrolled in preparatory occupational training in Jacksonville, 78 percent were enrolled in secondary programs in the public schools. It is likely that this figure is somewhat inflated due to enrollments being reported by course rather than programs. Numbers of enrollees in the various agencies are shown in Table A.

The adult vocational program for the city and county was operated by Florida Junior College at Jacksonville, one of the 28 publicly supported community junior colleges in Florida, and the only postsecondary institution serving Jacksonville and Duval County. As a postsecondary institution, Florida Junior College offers both degree and non-degree, academic and career programs. In order to enroll in any postsecondary program, a student must be at least 16 years of age and not enrolled in a regular high school program. In order to pursue a degree program, a student must have a high school diploma or general equivalency diploma. The college charges a tuition fee of $100.00 per semester for full-time study.

In addition to operating the adult program and a sizeable postsecondary program, Florida Junior College runs the designated Manpower Development and Training Act (MDTA) Skill Center. As such it trains a number of Work Incentive (WIN), Concentrated Employment Program (CEP), Neighborhood Youth Corps II (NYC II), and MDTA enrollees in specially designated classes, and has administrative responsiblity for the Opportunities Industrialization Center (OIC) program which does its own training. While Department of Labor, through the Employment Service, is supposed to provide counseling, job development, placement, and follow-up services to Skill Center enrollees, this is somewhat difficult in Jacksonville because the Employment Service does not have sufficient funds to staff the Center with on-site personnel. In addition to its function as a Skill Center, Florida Junior College also serves as a training site for a number of Department of Labor persons enrolled in regular classes on an individual referral basis.

Florida Junior College is well-equipped for these many functions, operating educational programs in over 100 different locations throughout its district. Its facilities include three major campuses, three full-time centers, and numerous part-time centers. Florida Junior College enrolled 12.7 percent of all people in Jacksonville enrolled in preparatory occupational training during FY 1971.

Department of Labor programs in Jacksonville included MDTA, NYC II, CEP, a WIN program and an OIC program. During FY 1971, the largest of these was the WIN program with 961 enrollees, 60 percent of whom were receiving skill training. Ranking a close second and third were CEP with 848 enrollees with 36 percent in skill training, and OIC with 807 enrollees, 75 percent of whom were in skill training.

Combined, these five Federal Manpower programs accounted for 9.3 percent of the total number of persons enrolled in preparatory vocational education in Jacksonville. Florida Junior College provided 33 percent of the training for Department of Labor programs, with OIC training another 35 percent of the total through its own facility. The rest of the training (32 percent) was provided by private agencies.

Besides these five programs, there was a small Jobs Optional Program (JOP) and a small National Alliance of Businessmen-Job Opportunities in the Business Sector (NAB-JOBS) program. Together these two on-the-job training programs enrolled only 90 persons during FY 1971. According to the NAB-JOBS administrator for Jacksonville, these programs (requiring the cooperation of the private sector) are small because "the Jacksonville community, being conservative, does not feel a need to support these programs." He contends that there is a general feeling in the business community that economic conditions are sanguine, the unemployment rate is low, and there is a job for everyone willing and able to work.

Occupational Offerings

The data on occupational offerings in Jacksonville is difficult to interpret because of current reporting procedures. Almost 4,000 enrollments were reported in general office occupations with approximately another 6,800 in general trade and industry, most of these in secondary programs. Even though we were able to identify 61 different courses as programs in the city, these two programs accounted for 56.8 percent of the total enrollment. Our analysis is based on those courses and programs where the level of information was sufficiently detailed to relate programs to jobs.

Florida Junior College in its postsecondary program offered 28 vocational programs with the largest concentrations in licensed practical nursing (15.6 percent), business data processing systems (12.5 percent), associate degree nursing 9.4 percent) and police science(8.9 percent).

The Federal Manpower programs offered 17 occupational options, nine of which were being given at Florida Junior College, as well as at other private and public agencies. The largest number of Federal Manpower enrollees were being trained as general office clerks (14.3 percent), nurse's aides (12.5 percent), typists (13.5 percent), and welders (13.2 percent). As we mentioned earlier, much of this training was provided by Florida Junior College, a factor which aided in placement, as prospective employers tended to look with more favor on enrollees trained at Florida Junior College than those trained elsewhere.

The emphases of the three training levels in the seven major occupational areas are shown in Appendix Table 4-A at the end of this section.

Table A

NUMBER OF STUDENTS ENROLLED IN SKILL TRAINING
IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PORGRAMS

JACKSONVILLE

Institution/Agency	Number Enrolled from City	Number from City in Skill Training1/
Duval County Schools	25,433	14,407
Florida Junior College at Jacksonville	8,206	2,386
MDTA	168	168
CEP	848	304
WIN	961	576
NYC II	417	76
OIC	807	605
JOP	43	43
NAB-JOBS	47	47
Florida Junior College (Adult)		11,926

1/ One hundred and thirty-four Federal Manpower programs enrollees were trained at Florida Junior College at Jacksonville and were included in the enrollments of both agencies.

Selected Services

In addition to skill training, Federal Manpower agencies offered a traditional range of supplementary services including recruitment, counseling, vocational guidance, job development, and follow-up to some extent. Peculiar to Jacksonville is the fact that all Federal Manpower programs offered transportation services to their enrollees. Given the fact that the city covers 825 square miles this service is probably a necessity rather than a luxury.

While two of the agencies had Adult Basic Education programs, Florida Junior College and CEP, neither of these programs was particularly successful. While it was claimed that the ABE at the Junior College was not geared to the disadvantaged, CEP's program which was contracted to Edwart Waters College, was not granted general equivalency diploma certification.

Although day care and medical care were offered to some extent, program administrators agreed that both these efforts needed to be expanded. The NYC II program had one of the best child care programs of any of the programs studied in the 20 cities. They had subcontracted with various agencies to provide pick up and delivery service for children. The attractiveness of this service no doubt accounted for the large number of referrals to NYC II of 16 and 17 year-olds from the WIN program.

Three programs pointed out inadequacies in the public transportation system. MDTA and NYC II noted that there was no public transportation to the Skill Center at Florida Junior College, and OIC contended that bad public transportation often made placement very difficult.

Characteristics of Students

About two-thirds of the secondary vocational students in Jacksonville were white, the remainder Black, with no Spanish surname individuals being reported as such. The public school adult program was 85 percent white, with 14 percent Black, and one percent Spanish surname. Florida Junior College on the other hand, reported an enrollment of 45 percent Black and 55 percent white.

By contrast, the Federal Manpower programs were overwhelmingly Black, only three programs having a percentage of Blacks which was less than 90 percent (see Table 6).1/

The secondary and adult programs ranged between 42 percent and 52 percent male. The five Federal Manpower preparatory programs on the other hand, showed an enrollment of only 19 percent male. This suggests that in a city of low unemployment (e.g. below three percent), males have little difficulty finding jobs which will pay them enough to meet their immediate wants. As minority males do not tend to be career-oriented, many prefer "hustling" to vocational training. One Jacksonville administrator made this point effectively, in a discussion about the construction trades. He said that while unions were still limiting opportunities for Blacks in construction, a rapidly growing area in Jacksonville, it was difficult to sell Blacks on apprenticeship training even when there were openings because "most of them do not look far enough ahead to make apprenticeship training attractive." According to this administrator, "They want instant success."

1/ The small percentage of whites in the programs is probably attributable to the fact that in the South many Federal Manpower programs have a Black image. As one program administrator in Jacksonville phrased it, "whites just don't relate to these programs...." That it is not merely a question of need can be illustrated by comparing the racial characteristics of the WIN program universe of need with those actually enrolled in the WIN program. According to the former there are 25,000 welfare recipients in Jacksonville. The racial characteristics of this population are 60 percent white and 40 percent Black. Assuming that all Welfare recipients are eligible for the WIN program the fact that 94 percent of WIN enrollees were Black seems to indicate a reluctance on the part of eligible whites to enroll in the program.

The NAB-JOBS program which reported four percent females contended that it was difficult to get firms to hire disadvantaged females. The program director pointed out that in the past, manpower programs have not turned out females sufficiently trained for the private sector.

Regarding educational levels, CEP reported an average grade completed of 10.5. According to the director of CEP, Department of of Labor standards on turn over -do not encourage the programs to take persons with the most serious educational and other problems. In a similar vein, the MDTA program director who reported the same average grade level (10.5), pointed out that "a great number of people are not being reached because of the limits of the program and the lack of funds to work with a great number who need exceptional preparation for training."

Both NAB-JOBS and JOP reported that the average grade completed was 10, while NYC II similarly reported that 75 percent of its enrollees had completed grade 10. The WIN program reported that most of its enrollees were functioning at a ninth grade level.

According to program administrators the average grade completed by students at Florida Junior College was 10.5.

III. Overlap, Duplications and Gaps

Of the 18,462 persons enrolled in the preparatory occupations in Jacksonville, 7,765 or 42.3 percent were enrolled in occupational programs offered by more than one institution or agency. There did not seem to be any serious instances of duplication. Overlap between the public schools and Federal Manpower programs, the two agencies probably training at the same level, involved 3,403 individuals or 18.4 percent of the total enrollment. The areas involved in this overlap included ornamental horticulture, general merchandising, clerical, secretarial, automobile body, automobile mechanics, cosmetology, tailoring, uphostery, air conditioning and refrigeration, and welding. As was mentioned under Part II, 32 percent of all Federal Manpower enrollees were trained at a number of private and public agencies in the area. Our interviews indicated that the 33 percent trained at the Florida Junior College would have been higher had there been more slots available.

Of the total outputs of all preparatory programs in the city, secondary institutions provided 78 percent, postsecondary institutions, 15.7 percent, and Federal Manpower programs only 6.3 percent.

Appendix Table 7 displays all offerings where there was any overlap. Reference to Appendix Table 4 will show where the overlap occurred.

Programs Compared with the Local Labor Market

Examination of labor market data furnished by the Florida Department of Commerce indicated that five programs enrolling 4.7 percent of the total enrollment were training people in surplus occupations. Unlike cities with a manufacturing-based economy, there were few surpluses in semi-skilled or unskilled areas in Jacksonville.

Only one of the five training programs in surplus occupations, general clerical, which was available at the secondary schools, Florida Junior College, and the Department of Labor Programs was offered by more than one agency. Of all the training which was being conducted in surplus occupations, 67.4 percent was being done by the high schools, 6.2 percent by Florida Junior College, and 26.4 percent by the Federal Manpower programs. Surplus occupations are shown in Table B-1.

Table B-1

NUMBER AND PERCENT OF STUDENTS ENROLLED IN TRAINING FOR OCCUPATIONS FOR WHICH THERE IS A SURPLUS OF WORKERS

JACKSONVILLE

Skill Training Programs	Number of Students Enrolled	Percent of Total Number of Students Enrolled in All Skill Training Programs
Conservation	78	0.4%
Engineering	121	0.6
Electronics	35	0.2
Hotel and Motel Managers	12	0.1
General Clerks	622	3.4
Total	868	4.7

On the other hand, 15 programs accounting for 12.9 percent of the total enrollment in preparatory occupations were in occupations for which there was a shortage of workers.

Nine of the offerings were being offered by at least two agencies, with four being offered by three agencies. Possible duplication of training for the same entry level would be automobile mechanics, automobile body repair, cosmetology, tailoring. and upholstery, offered by the secondary schools and the Federal Manpower programs and stenography and secretarial, and air conditioning and refrigeration offered by all three agencies.

In summary, Jacksonville's vocational programming at all three agency levels seemed to be related to labor market needs. In contrast to many other cities, where program administrators expressed reluctance to expand training due to the economy, the complaint of Jacksonville program people was not the economy but the limited training resources. In addition to occupations identified in Table B-2, new shortage areas are expected to open up in the health areas, office and clerical, retail trade and service areas. In view of the occupational shortages and the expanding economy, the duplication of offerings did not seem to be of major concern.

Table B-2

NUMBER AND PERCENT OF STUDENTS ENROLLED IN TRAINING FOR OCCUPATIONS FOR WHICH THERE IS A SHORTAGE OF WORKERS

JACKSONVILLE

Skill Training Program	Number of Students Enrolled	Percent of Total Number of Students Enrolled in All Skill Training Programs
Automobile Mechanics	335	1.8%
Diesel Mechanics	69	0.4
Television Service Repair	73	0.4
Bookkeeping and Accounting	131	0.7
Typing	215	1.2
Stenography and Secretarial	558	3.0
Cosmetology	268	1.4
Tailoring	49	0.2
Automobile Body Repair	140	0.7
Cabinet Making	44	0.3
Appliance Repair	73	0.4
Refrigeration and Air Conditioning Mechanics	213	1.2
Office Machine Service	16	0.1
Sheet Metal Work	65	0.4
Upholstery	150	0.8
Total	2,383	13.0

The major obstacle to expansion of training in Jacksonville was limited training facilities, Florida Junior College being the only skill center and the only postsecondary institution available for regular classroom training. Only a limited number of slots were open to CEP, WIN, and NYC II. One notes that when the universe of need for the CEP is 20,000 and CEP is currently serving only 848, and when MDTA reports 3,000 applicants for 100 slots, and NYC II provides skill training to 76 youths where 2,800 have dropped out of junior and senior high schools annually, the inadequacy of training facilities appears rather significant.

Programs Compared with Population Groups

The Jacksonville public schools enrolled 14,407 in skill training grams during FY 1971. If we add the 76 enrolled in training by NYC II we find that 14,483 persons in the 16 to 18 age group were being served by skill training programs.

Looking at Table C we see that this constituted 48.2 percent of all persons between 16 and 18 years--43 percent of the whites and 64.6 percent of the Blacks in this age group. Of all the whites being served in this age group, 99.9 percent were being served in the public schools, only 0.1 percent being served by Federal Manpower related training agencies.[2] For Blacks the percentage declines slightly to 98.7 percent served by the secondary schools with 1.3 percent being served by Federal Manpower related agencies.

On the other hand, postsecondary and Federal Manpower programs enrolled 4,039 persons or only 2.1 percent of total persons in the 19 to 44 age group. Of total whites in this age group, the percentage was 0.1 percent and of total Blacks in this age group the percent was seven. If we add the small JOP and NAB-JOBS OJT programs (combined total of 90 enrollees), the percent of Blacks goes up to 7.2 while the percent of whites remains the same.

Of all the whites in this age group who were recipients of occupational training, 93.3 were being trained at Florida Junior College while the remaining 6.7 percent were being trained by Federal Manpower related public and private agencies.[3]

On the other hand, of all the Blacks in this age group who were being served by occupational programs, 50.6 percent were being trained at postsecondary institutions while 49.3 percent were being trained at Federal Manpower related public and private agencies.

IV. Management, Administration and Coordination

While there were formal linkages between the various manpower programs in Jacksonville (e.g., WIN makes referrals to NYC II, WIN and CEP make referrals to MDTA), and all preparatory programs, with the exception of OIC which does its own training, utilized, to a greater or lesser extent, the facilities of Florida Junior College, there was actually little coordination among the various manpower programs. Every program has its own outreach and job development, and each is reluctant to give it up, precluding a more centralized approach to delivery of services. According to some people the existence of the Department of Labor, Health, Education and Welfare, and Office of Economic Opportunity programs work against a centralized approach.

While the Cooperative Area Manpower Planning System (CAMP) Committee in Jacksonville was restructured as the Manpower Area Planning Council (MAPC) Secretariat in June, 1970 and receives the active support of the Mayor, who has placed a high priority on coordination of manpower programs, it is still struggling with the formidable task of assembling data on which agency is doing what training.

In order to plan effectively the MAPC secretary is presently trying to determine the needs of various agencies. This is complicated by limited

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[2] Includes various public and private schools and agencies used as training sites by Department of Labor as well as training provided by the Department of Labor in-house.

[3] This category also includes the MDTA Skill Center, which although run by Florida Junior College is operated separately.

Table C

COMPARISON OF POPULATION GROUPS IN CITY WITH NUMBERS OF THESE GROUPS IN SKILL TRAINING

JACKSONVILLE

Population Group Age	Race/Sex	Total Number in City	Number of Students Enrolled in Skill Training Programs	Percent Enrolled
16 to 18	Total	30,019	14,483	48.2%
	White	22,467	9,661	43.0
	Black	7,461	4,822	64.6
	Male	15,244	7,503	49.2
	Female	14,775	6,980	47.2
19 to 44	Total	190,682	4,039	2.1
	White	152,703	1,488	0.1
	Black	36,375	2,548	7.0
	Male	96,307	1,325	1.4
	Female	94,375	2,714	2.9

Note: In each age group the total of Blacks and whites may be somewhat less that the grand total. This difference represents the numbers of persons of other races, i.e. American Indian, Oriental, residing in the city. Totals of whites include persons of Spanish surname.

resources and the vested interests of current administrators. Plans are currently under way to use 1970 Census data as a basis of manpower planning. Given the expanding economy of the Jacksonville area the philosophy behind establishing training priorities "people on whom they can have the most impact" seems to make sense. The following priorities have been identified in descending order:

(1) Youth
(2) Technologically displaced
(3) Welfare Recipients
(4) The disadvantaged "because it takes so much time to train them."

V. Summary

In conclusion Jacksonville appears to have a well-balanced program of occupational offerings which is geared to immediate and future labor market needs. The major problem seems to be the availability of resources to expand existing training facilities and develop additional programs to meet local needs.

Other problems seem to be difficulties in attracting males and poor whites to Department of Labor programs and finding employment opportunities for females.

According to some sources, despite the local emphasis on youth, there is a gap in services to 18 to 21 year-olds who formerly were eligible for the NYC II program.

Table 1

Jacksonville

TOTAL NUMBER OF STUDENTS ENROLLED AND TOTAL NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL TRAINING IN PUBLIC INSTUTIONS AND FEDERAL MANPOWER PROGRAMS

INSTITUTION/AGENCY	ENROLLED	NUMBER ENROLLED FROM CITY	NUMBER IN OCCUPATIONAL TRAINING (1)	NUMBER FROM CITY IN OCCUPATIONAL TRAINING
Duval County Public Schools	25,433	25,433	14,407	14,407
Florida Junior College at Jacksonville	8,460	8,206	2,460	2,386
Manpower Development and Training Act(1)	168	168	168	168
Concentrated Employment Program	848	848	304	304
Work Incentive Program	961	961	576	576
Neighborhood Youth Corps - II	417	417	76	76
Opportunities Industrial Center	807	807	605	605
Jobs Optional Program	43	43	43	43
National Alliance of Businessmen - Job Opportunities in the Business Sector	47	47	47	47
Florida Junior College - Adult			11,326	11,326

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(1) One hundred and thirty-four of those in Department of Labor skill training programs were trained at and are included in the totals of Florida Junior College as well as the Department of Labor Programs.

Table 2

Jacksonville

OCCUPATIONAL OFFERINGS IN PUBLIC INSTITUTIONS BY TYPE AND ENROLLMENT

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Jacksonville Public Schools - Secondary	
Forestry	78
Agricultural Mechanics	50
Ornamental Horticulture	142
General Merchandising	512
Nursing, General	46
General Office Clerks	351
Stenographer, Secretary	417
Office Occupations, Other	3,585
Engineering Related Technology	121
Trade and Industry, Other	6,778
Electricity	167
Air Conditioning/Refrigeration	115
Automobile Body and Fender	118
Automobile Mechanics	315
Aviation Occupations	69
Commercial Art Occupations	99
Masonry	120
Diesel Mechanics	69
Drafting	148
Electrical Occupations	40
Industrial Electronics	35
Radio and Television	30
Graphic Arts Occupations	85
Metal Working	49
Sheet Metal	65
Cosmetology	161
Small Engine Repair	117
Tailoring	39
Shoe Repair	16
Upholstery	24
Millwork and Cabinetmaking	44
Appliance Repair	73
Carpentry	49
Custodial Services	143
Welding	47
Business Machine Maintenance	16
Machine Shop	74
TOTAL	14,407

Table 2
(Continued)

Jacksonville

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Florida Junior College at Jacksonville Postsecondary	
General Merchandising	19
Hotel and Lodging	12
Insurance	4
Dental Assistant	40
Medical Laboratory Assistant	63
Associate Degree Nurse	232
Practical Nurse	384
Opthalmic Dispensing	6
Gainful Home Economics	199
Food Management, Production and Service	55
Accountant	130
Business Data Processing Systems Occupations	307
Clerical and General Office	42
Information Communications Occupations	37
Secretarial	59
Office Occupations, Other	123
Civil Technology	15
Electronic Technology	111
Mechanical Technology	34
Agricultural Related Technologies	20
Health Related Technology	48
Commercial Pilot Training	13
Fire and Fire Safety Technology	52
Police Science Technology	220
Air Conditioning	56
Radio and Television Repair	43
Welding and Cutting	22
Personal Services	114
TOTAL	2,460
Florida Junior College at Jacksonville Adult	
Ornamental Horticulture	36
Advertising Services	71
Finance and Credit	1,102
General Merchandising	57
Hotel and Lodging	374
Insurance	373
Real Estate	990
Transportation	41
Distributive Education, Other	40
Nurse's Aide	180
Surgical Technician	72
Health Occupations Education, Other	59
Occupational Preparation (Home Economics)	144
Care and Guidance of Children	25

Table 2
(Continued)

Jacksonville

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Florida Junior College at Jacksonville - Adult (Cont'd)	
Clothing Management, Production and Services	345
Home Furnishings, Equipment and Services	451
Accountant	111
Bookkeeper	69
Filing, Office Machines and General Office Clerical Occupations	1,013
Information Communications Occupations	362
Stenographers	451
Supervisory & Administrative Management	181
Typing and Related Occupations	1,994
Typist	141
Air Conditioning	279
Appliance Repair	17
Automobile Body and Fender	54
Mechanics	235
Blueprint Reading	14
Commercial Art Occupations	59
Commercial Photography Occupations	30
Electricity	104
Maintenance, Heavy Equipment	14
Masonry	26
Plumbing and Pipefitting	108
Drafting	17
Industrial Electrician	40
Graphic Arts Occupations	36
Machine Shop	41
Welding and Cutting	289
Law Enforcement Training	840
Small Engine Repair	65
Pumping Plants	107
Tailoring	83
Shoe Repair	38
Upholstery	106
TOTAL	11,326

Table 3

Jacksonville

OCCUPATIONAL OFFERINGS IN FEDERAL MANPOWER OR EDUCATIONAL PROGRAMS: BY TYPE, ENROLLMENT, AND AGENCY PROVIDING TRAINING

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED	AGENCY PROVIDING TRAINING
Manpower Development and Training Act		
Typist	40	Community College
Secretary	44	Community College
Clerk Typist	46	Community College
Automobile Mechanic	19	Community College
Other	19	Community College
TOTAL	168	
Work Incentive Program		
Nurse's Aide	180	Florida Junior College
Licensed Practical Nurse	60	Florida Junior College
Clerical	144	Private Agency
Cosmetology	60	Private Agency and Florida Junior College
Barber	30	Private Agency
Medical Assistant	8	Florida Medical College
Dental Assistant	4	Florida Medical College
Tailor	10	Florida Junior College
Upholstering	25	Florida Junior College
Furniture Refinishers	30	Unknown
Floral Designers	15	Private Agency
Surgical Technicians	10	Florida Junior College
TOTAL	576	
Concentrated Employment Program		
Typist	22	Florida Junior College
Welding	23	Florida Junior College
Automobile Body Repair	22	Florida Junior College
Licensed Practical Nurse	30	Florida Junior College
Beauticians	9	Florida Beauty College
Barbers	7	Jacksonville Barber College
Clerk Typist	3	Massey Business College
Executive Secretary	6	Massey Business College
Bookkeeper	1	Massey Business College
Dental Assistant	1	Florida College of Medicine and Dental Assistants
Medical Receptionist	1	Florida College of Medicine and Dental Assistants
Hairstylist	1	Florida Beauty College
Other	178	
TOTAL	304	

Table 3
(Continued)

Jacksonville

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED	AGENCY PROVIDING TRAINING
Neighborhood Youth Corps II		
Keypunch Operator	50	Victor Business School
Nurse's Assistant	9	Florida Junior College
Nurse's Assistant	11	Baptist Hospital
Dental Assistant	4	Florida College of Assistants
Medical Assistant	1	Unknown
Automobile Mechanic	1	General Motors Training School
TOTAL	76	
Opportunities Industrial Center		
Clerk Stenographer	76	OIC In-House
Clerk Typist	104	OIC In-House
Arc Welder	91	OIC In-House
Combination Welder	97	OIC In-House
Airconditioning/Refrigeration	42	OIC In-House
Upholstery	71	OIC In-House
General Office Clerk	84	OIC In-House
Cashier Sales	40	OIC In-House
TOTAL	605	

Table 4

Jacksonville

SUMMARY OF OCCUPATIONAL OFFERINGS AND NUMBER OF STUDENTS SERVED BY SECONDARY, POSTSECONDARY, AND DEPARTMENT OF LABOR PROGRAMS

OCCUPATIONAL OFFERINGS	TOTAL	HIGH SCHOOL	POSTSECONDARY	DEPARTMENT OF LABOR
Forestry	78	78		
Agricultural Mechanics	50	50		
Ornamental Horticulture	157	142		15
Hotel and Lodging	12		12	
Insurance	4		4	
General Merchandise	571	512	19	40
Food Management, Production and Services	55		55	
Nursing, General	46	46		
Associate Degree Nurse	232		232	
Licensed Practical Nurse	384		384	
Nurse's Aide	200			200
Surgical Technician	10			10
Dental Assistant	49		40	9
Medical Assistant	72		63	9
Opthalmic Dispensing	6		6	
Gainful Home Economics	199		199	
General Office Clerk	622	351	42	229
Stenographic and Secretarial	558	417	59	82
Typing	215			215
Office Occupations, General	3,708	3,585	123	
Bookkeeping and Accounting	131		130	1
Business Data Processing Systems	357		307	50
Information Communications Occupations	37		37	
Civil Technology	15		15	
Electronic Technology	111		111	
Mechanical Technology	34		34	
Agricultural Related Technology	20		20	
Commercial Pilot Training	13		13	
Fire and Safety Technology	52		52	
Police Science	220		220	
Engineering	121	121		
Health Related Technology	48		48	
Trade and Industry, General	6,778	6,778		
Electricity	167	167		
Automobile Body and Fender	140	118		22
Automobile and Other Mechanics	335	315		20
Commercial Art	99	99		
Diesel Mechanics	69	69		
Drafting	148	148		
Electronics	35	35		
Radio and Television Repair	73	30	43	

Table 4
(continued)

Jacksonville

OCCUPATIONAL OFFERINGS	TOTAL	HIGH SCHOOL	POSTSECONDARY	DEPARTMENT OF LABOR
Graphic Arts	85	85		
Metalworking	49	49		
Cosmetology	268	161		107
Small Engine Repair	117	117		
Tailoring	49	39		10
Shoe Repair	16	16		
Upholstery	150	24		126
Appliance Repair	73	73		
Custodial Services	143	143		
Aviation Occupations	69	69		
Air Conditioning/Refrigeration	213	115	56	42
Masonry	120	120		
Electrical Occupations	40	40		
Carpentry	49	49		
Machine Shop	74	74		
Welding	280	47	22	211
Millwork and Cabinetmaking	44	44		
Sheet Metal	65	65		
Business Machine Maintenance	16	16		
Personal Services	114		114	
Other	197			197
TOTAL	18,462	14,407	2,460	1,595*

* In addition to this total 134 persons, in Department of Labor skill training programs were trained at Florida Junior College at Jacksonville. Since these enrollments were also reported by Florida Junior College they have been eliminated here to prevent duplicated counts.

Table 4A

Jacksonville

DISTRIBUTION OF OCCUPATIONAL ENROLLMENTS BY LEVEL AND AREA

AREA	LEVEL		
	SECONDARY	POSTSECONDARY	DEPARTMENT OF LABOR
Agriculture	1.8%	--%	1.1%
Distributive Education	3.6	3.6	2.9
Health	0.3	29.5	16.3
Home Economics(Gainful)	--	8.1	--
Business and Office	30.3	28.4	41.3
Technical Education	0.8	20.8	--
Trade and Industry	63.2	9.6	38.4
TOTAL	100.0%	100.0%	100.0%

CITY Jacksonville

TABLE 5

SUMMARY OF SELECTED SERVICES AVAILABLE BY PROGRAM

AGENCY/INSTITUTION	VOCATIONAL GUIDANCE	COUNSELING	ADULT BASIC EDUCATION AND REMEDIAL EDUCATION	ENGLISH AS A SECOND LANGUAGE	LEGAL AID	CHILD DAY CARE	TRANSPORTATION	HEALTH SERVICES	JOB DEVELOPMENT AND PLACEMENT
Duval County Public Schools	*	I		*	*				I
Florida Junior Col. at Jacksonville		I	I					*	I
MDTA Institutional		I	I		X	X	I	X	I
CEP		I	I		X	I	I	X	I
WIN	*	I	I	*	*	I	I	I	I
NYC II	I	I	I	*	*	I	I	I	I
OIC		I	I						I
JOP	*	I		*	*		I		I

I = Provided by Program
X = Available by Referral
* Insufficient Information

Table 6

Jacksonville

PROGRAM ENROLLMENTS BY OFFERING AGENCY AND POPULATION GROUPS SERVED

INSTITUTION/AGENCY	TOTAL	BLACK	WHITE	SPANISH SURNAME	OTHER
Duval County Public Schools	100%	33%	67%		
Male	52%				
Female	48%				
Florida Junior College at Jacksonville	100	45	55		
Male	42				
Female	58				
Manpower Development and Training Act - Institutional	100	70	30		
Male	25				
Female	75				
Concentrated Employment Program	100	87	13		
Male	35				
Female	65				
Work Incentive Program	100	94	6		
Male	1				
Female	99				
Neighborhood Youth Corps - II	100	90	10		
Male	15				
Female	85				
Opportunities Industrial Center	100	91	8.5		0.5
Male	28				
Female	72				
Jobs Optional Program	100	50	48	2	
Male	95				
Female	5				
National Alliance of Businessmen - Job Opportunities in the Business Sector	100	90	10		
Male	53				
Female	47				
Duval County Public Schools - Adult Program	100	14	85	1	
Male	42				
Female	58				

Table 7

Jacksonville

NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY

OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY	NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY	PERCENTAGE OF TOTAL NUMBER OF STUDENTS ENROLLED IN ALL OCCUPATIONAL PROGRAMS
Ornamental Horticulture	157	.8%
General Merchandise	571	3.1
Dental Assistant	49	.3
Medical Assistant	72	.4
General Office Clerk	622	3.4
Stenographic and Secretarial	588	3.2
Office Occupations, General	3,708	20.1
Bookkeeping and Accounting	131	.8
Business Data Processing Systems	357	1.9
Autobody and Fender	140	.8
Auto and Other Mechanics	335	1.8
Radio and Television Repair	73	.4
Cosmetology	268	1.5
Tailoring	49	.3
Upholstery	150	.8
Air Conditioning and Refrigeration	213	1.2
Welding	280	1.5
TOTAL	7,763	42.3%

Section 11

KANSAS CITY, MISSOURI

I. Introduction

Kansas City, Missouri, has much in common, historically and currently, with its sister city of the same name on the Kansas side. Both are located at the junction of the Ohio and Missouri rivers, almost in the geographical center of the United States, and both are centers of agricultural as well as industrial activity, the latter now predominating over the former. The chief difference between the two cities is the greater dominance of industry and supportive business in the Missouri city. Like Fort Worth, Kansas City, Missouri once had a thriving stockyard activity which absorbed thousands of unskilled and semi-skilled workers who were thrown out of work when the stockyards moved out closer to the cattle raising areas.

The 1970 Census placed the population of Kansas City, Missouri at 507,247. The SMSA includes Clay, Jackson, Platte, Cass and part of Ray counties, but the labor market area crosses the state line. In fact, the Mid America Council of Government which has supplanted CAMPS includes representation from Johnson, Leavenworth and Wyandotte counties in Kansas. Mild geographical complications are occasioned by parts of several counties in both states being within the metropolitan limits of both cities.

At the time Kansas City was visited for this survey (December, 1971) unemployment hovered around the 6.2 percentage mark, about the same as a year earlier. There was guarded optimism that "unless disruptive influences should develop" the ensuing months would show improvement particularly because of major construction projects which were expected to boost the trade and service industry. Advances were noted in certain sectors, especially in the non-manufacturing area, but declines had occurred in others, due, among other reasons, to cutbacks in defense orders and to losses in the electrical and chemical industries. Cutbacks at TWA, General Motors and Bendix, three major employers, had added a number of skilled and professional personnel to the ranks of the unemployed.

Manufacturing employs the largest block of the labor force, 21 percent of the general population over 16 years of age. Employment of minorities in manufacturing is substantial; 22 percent of Blacks are so engaged, and 28 percent of the Spanish surnamed.

Like other metropolitan centers, Kansas City was feeling the competition of suburban growth and the relocation of business and industry to the outskirts. The 1970 Census reported that 22 percent of the population, 111,980 were Black, and 2.7 percent were of Spanish origin or descent. Of those in the general population who were over 25 years of age, 55.9 percent had completed four years of high school or more. The percentages were somewhat lower for both Black and Spanish persons only, 40 percent of the former having attained that level and 43 percent of the latter. Among the Blacks, women registered slightly higher than the men; the reverse was true among the Spanish surnamed.

In the age group 18-24, 64.6 percent of the population had completed four or more years of high school and 8.3 percent had graduated from four-year colleges. This indication that the educational level is rising was borne out by the fact that 91.9 percent of all persons between 14 and 17 years of age were attending school. Of those between 16 and 64 approximately 32 percent had received some skill training.

The number of families receiving public assistance in Kansas City ranked low compared to other cities survey. While approximately 6.9 percent of the families had incomes below the poverty level, 4.4 percent of the general population was receiving public assistance. The percentage was higher for Black families, 11.7 percent, but only a sprinkling of Spanish surnamed families were so listed. About 25 percent of Missouri's disadvantaged reside in Kansas City.

II. Occupational Education in Kansas City

In view of the high percentage (93.5) of young people between 14 and 17 who were attending school, a small number, 1,059, or 5.7 percent of the 18,456 pupils in the school population, were pursuing vocational programs in the 24 areas offered by the high schools. This enrollment does not include the pupils who were taking courses in home economics and industrial arts, or who were enrolled in exploratory programs. Auto mechanics and clerical occupations were the most popular programs. While vocational education had met with considerable resistance in the past because it was considered a "dumping ground for academic failures" school authorities noted that the programs were drawing increasingly from pupils in the middle to upper income levels. However, during Fiscal year 1971, 60 to 70 percent of the vocational students were from the inner city. The public schools also operated an adult program with predominantly white residents enrolled for upgrading courses. It was the contention of some administrators that disadvantaged persons did not enroll in the programs because of transportation and child care problems. Since Missouri law does not permit free vocational education to adults, tuition ranged from 25 cents per hour to $1.60 depending on the course.

Vocational education at the secondary level was offered at comprehensive high schools, three of which offered five or more programs. Not the same programs were available at all high schools. The only exclusively vocational school was the Technical Education Center which opened in 1971. At the time of the survey it was only 40 percent equipped. The Center permits pupils to take their academic work at their chosen high school and vocational work at the Center, or they can enroll at the Center. Training was also provided to out-of-school youth, including several NYC II enrollees.

Vocational administrators expressed considerable chagrin over the fact that so much money had gone into the building of the Technical Education Center that there was not enough left to purchase equipment and supplies or to staff the facility. And recruitment of students had to be kept to a minimum. Describing the modern building, one administrator commented, "it's like having a Cadillac and no gas!"

Much of the training conducted at the secondary schools was based on the cluster concept as was the Skill Center also operated by the Public School System under which the pupil could be prepared to enter the labor market at various levels. However, it was the feeling of some administrators that the sub-clusters at the skill centers were not realistic in terms of employer needs.

Secondary administrators reported good cooperation with organized labor despite the fact that the high schools were unable to offer training in cabinet making, masonry or advanced electricity as these occupations came under the apprenticeship restrictions of the unions. The only attempt to limit school programs was an effort by private beauty schools to halt the classes in cosmetology.

School supervisors felt they could attract more pupils to vocational programs if they could add aviation occupations, dry cleaning, food service, business and vending machine repair, and increase their current offerings in horticulture, key punch, business education and industrial electronics.

The Metropolitan Junior College District operates three community colleges. The most convenient to the central city is the Penn Valley campus. Maple Woods and Longview are about ten miles away in opposite directions. The combined campuses offer twenty full occupational programs but not all are available at all branches and it was reported students often changed their career goals in order to attend a campus that was convenient to their homes. All campuses have evening classes. Admission is open to high school graduates who are residents of the Metropolitan Junior College District which reaches beyond the confines of Kansas City proper. Non-high school graduates can qualify for admission via a General Equivalency Diploma Certificate awarded by the Missouri State Department of Education. Tuition amounts to $10 per credit hour with a maximum of $100 per semester for residents of Kansas City. Each campus offers financial assistance through scholarships, loans, grants, and part time employment. Associate degrees, following two-year program completion, and certificates for courses that take less time, are given.

The Junior College District is particularly receptive to disadvantaged students and serves many who come in on their own as well as a number who are referred by the several Federal manpower agencies and community services. During FY 1971 the 1,587 Kansas City students in occupational training represented about 21 percent of the total college district enrollment, the remainder taking courses that lead to advanced academic programs at four-year instituions.

The college started in the 1930's as a transfer school and in 1965 adopted the Community College concept, starting Career Education in 1968 with eight courses. Vocational training has been so successful administrators are ready to expand classes in on-going areas and to add engineering technology, construction trades, air conditioning/refrigeration, environmental technology, veterinary aide and graphic arts. One obstacle to such expansion is the negative attitude of many faculty members who were on the staff during the years when the college was transfer oriented and have resisted the new emphasis on career education.

The MDTA is the largest of the Federal manpower programs, providing skill training to all enrollees with 70 percent of them being trained at the Skill Center which is operated by the Public Schools Adult Division. WIN, which enrolls almost half of its students in skill training, is the second largest, followed by NYC II and CEP. A total of 1,176 were enrolled in the various Federal manpower programs.

Other programs such as MDTA/OJT, JOP, NAB/JOBS and the URBAN LEAGUE OJT served an additional 1,102. See Table A.

Two programs, unique to Kansas City were offered to help the disadvantaged, one at Menorah Hospital and the other at the University of Missouri Dental School. With an eye to alleviating the shortage of practical nurses. Menorah Hospital undertook to retrain a selected group of LPN's who failed within 7 points of passing the Otis test required for certification. Those chosen for motivation and attitude were re-enrolled as nurse's aides for a period of four to five weeks, paid $1.60 per hour during the training and upon its completion employed for 20 hours per week at the hospital under the condition that they spend equal time in remedial education. At the end of the training period they again took the Otis test. The first class was started in September 1969 with 25 students, of whom 24 passed the test on the second try and all were employed. The second class, which started in April 1970 with 20 students, graduated 11, the others dropping out because of behavioral problems. One male student rejoined the third class and graduated. The third class started in October 1970 with 22 students, of whom 19 graduated. At the time Kansas City was visited for this survey the fourth class was on-going with 21 out of 22 students who had initially enrolled. The program was jointly funded by DOL and HEW. Menorah Hospital was reimbursed 50 percent of the training costs. MDTA and WIN students received the regular stipends during training.

The Dental School of the University of Missouri likewise undertook to train as dental technicians a group of disadvantaged who passed the required admission tests. These included tests of spatial, perception, motor coordination and manual dexterity, such as are required of all dental technical students at the university. Recruited through the State Employment Service, these students were accepted as MDTA, CEP and WIN enrollees and received the usual stipends during the year's training period. The second class, started in January 1971, and scheduled to graduate the following December and included 19 city residents out of a total enrollment of 39. The program was to be transferred to the Metropolitan Junior College District in January 1972 when enrollment was to be cut to 25 because of lack of space. The program is expected to be expanded when the college's new building is completed.

TABLE A

NUMBER OF STUDENTS ENROLLED IN SKILL TRAINING IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS

KANSAS CITY, MO.

Institution/Agency	Number Enrolled from City	Number from City in Skill Training
Kansas City Public School System	18,456	1,059
Postsecondary		
University of Kansas Dental Lab Technician Program (2)	19	19
Menorah Hospital (3)	66	66
Metropolitan Junior College District	7,483	1,587
MDTA	567	567
CEP (4)	1,174	125
WIN	603	322
NYC II	280	92
MDTA-OJT	90	90
JOP	93	93
NAB JOBS	619	619
URBAN LEAGUE OJT	309	309
Public School Adult	3,317	1,857

(1) One hundred and fifteen of those in Department of Labor skill programs are being trained in and included in the totals of Metropolitan Junior College District, the Dental Laboratory Technician Program at the University of Kansas and Menorah Hospital, as well as in the DOL program totals.

(2) A special program for the disadvantaged: 11 were enrolled from WIN: 5 from MDTA and 5 from CEP.

(3) Menorah Hospital set up a Special Training Program for LEN applicants who were borderline but failed the qualifying test. A second chance was given upon completion of a nurse's aide course. Of the 66 trainees, 42 were enrolled from MDTA; 2 from NYC II

(4) Includes 17 in New Careers component

Occupational Offerings

Two-thirds of the high school students were concentrating in nine of the 24 vocational programs offered, auto mechanics was the largest with 188 enrollees, followed by clerical, auto body, commercial sewing, cosmetology, commerical art, electronics, secretarial and data processing. Of the 20 full programs provided by the Metropolitan Junior College District, six attracted 70 percent of the career students: secretarial was the largest with 376 enrollees, followed by accounting and business, data processing, police science, stenography and nursing. Office occupations were popular with all manpower program students with 25 percent in that field. Health occupations attracted 14 percent. WIN led the Federal manpower agencies in the number of programs offered 54, but 37 percent of its enrollees were training in four offerings, office occupations, clerks, licensed practical nurse and nurses aide. Eighteen WIN courses enrolled one student apiece. NYC II offered 11 programs but 90 percent of its enrollees were training as clerk typists, auto mechanics and secretaries. CEP had 18 programs with 30 percent of its enrollees listed for clerk training, and of MDTA's 18 offerings, four courses, clerical, welding, licensed practical nurse and operating engineer absorbed 45 percent of the enrollees. Table 4 A shows the distribution of enrollees of the secondary, post-secondary, and Federal Manpower programs among the seven major vocational technical areas.

Selected Services

Among the nine supportive services regarded as helpful or essential for a trainee's progress, all institutions provided job development and placement, but none offered English as a Second Language. All but MDTA/OJT provided counseling but only three offered vocational guidance (two via referral). NAB/JOBS, WIN, CEP and NYC II provided for child day care via contract, a sore point, because it was stressed that more adequate day care would permit more women to enroll. MDTA which provided no child care felt it was desperately needed since among the enrollees were 150 men and 89 women, who were heads of households. Transportation, either limited or full (usually by an allowance), adult basic or remedial education, and some form of health service was available in most of the programs. CEP alone indicated it offered legal aid via referral when necessary. The others indicated it could be made available but apparently had not been called upon to provide students with legal help. (See Table 5)

Characteristics of Students

As can been seen in Table 6, Appendix, about 60 percent of the vocational students in the high schools were Black, the remainder white with a sprinkling of students with Spanish surnames. About two-thirds of the LPN students in the Menorah Hospital program were Black and 24 Blacks were enrolled in the Dental Technician program at the University of Missouri with 13 white students and one American Indian in the last class. Eighty-five percent of the enrollment at Metropolitan Junior College was white, 11 percent Black, 2 percent Spanish surname and 2 percent "Other". Fifteen percent in the Public School Adult Program were Black and about one percent was Spanish. Blacks predominated in the Federal manpower enrollments, 95 percent for CEP; 60 for MDTA Institutional; 70 for NYC II; 77 for WIN;

98 for the Urban League OJT; 65 for MDTA/OJT-JOP and 56 for NAB/JOBS. Males comprised 80 percent of the high school enrollment, both day and evening; 63 of the Junior College; 10 of the Dental Technician program and one at Menorah Hospital. MDTA listed 70 percent male; CEP 53; NYC II 40; WIN 31; MDTA/OJT-JOP 60; NAB/JOBS 70; WIN 31 and the Urban League 23 percent. Commenting on the relatively low percentage of women in skill training programs in Kansas City, one administrator said "There's more discrimination against women than against minorities in this city."

III. Overlap, Duplications and Gaps

Of the 4,207 individuals enrolled in a total of 64 occupational programs in Kansas City, approximately 2,759 or 65.5 percent were in 19 programs offered by more than one institution or agency. Closer examination of the data reveals that 58 percent of the students were concentrated in 11 courses of training. On the other hand, eight other courses were offered only by the high schools; nine only by the Metropolitan Junior College and the Federal manpower agencies themselves provided training in 24 programs that were not available at the other institutions. Eight of the listed Federal manpower programs enrolled one student each; two students in two other programs, and three in a third. (MDTA also provided training for 19 students at private schools for whom no occupational breakdown was given.) Among the Federal manpower programs not provided elsewhere, six enrolled 248 trainees, or 20 percent of the total: office machines, 72; operating engineers, 46; auto service, 45; construction laborer, 30; upholstery, 31 and social work, 24.

The high schools and the postsecondary institutions had courses in health occupations, data processing, secretarial, drafting and electronics where different skill levels were probably involved. Table 7 displays all the offerings where there was any overlap. Table 4 reveals where the overlaps occurred.

Programs Compared with the Local Labor Market

Despite the current economic down turn there seemed to be little indication that qualified persons could not find employment. Training was being offered in only two of the 64 occupations that were cited as having sufficient workers, clerk-typist and construction laborer. Less than one percent of the students were involved. Training for four occupations in which there were shortages enrolled 345 students, or 8.2 percent: nurses aide, janitor, tool and die maker and auto mechanic. No training was given in general salesmanship, a demand occupation which is expected to expand its needs as more suburban shopping areas are developed.

TABLE B-1

NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN TRAINING FOR OCCUPATIONS FOR WHICH THERE IS A SURPLUS OF WORKERS

KANSAS CITY

Skill Training Programs	Number of Students Enrolled	Percent of Total Number of Students Enrolled in All Skill Training Programs
General Clerk/Typist	360	8.5
Construction Worker	30	.7
Total	390	9.2

TABLE B-2

NUMBER AND PERCENT OF STUDENTS ENROLLED IN TRAINING FOR OCCUPATIONS FOR WHICH THERE IS A SHORTAGE OF WORKERS

KANSAS CITY

Skill Training Programs	Number of Students Enrolled	Percent of Total Number of Students Enrolled in All Skill Training Programs
Nurses Aide	47	1.1
Janitor	36	.085
Tool & Die Maker	22	.052
Auto Mechanic	240	5.7
Total		8.2

Moreover, in other parts of the state there was a continuing demand for general office clerks, secretaries, stenographers, data processing and computer operators, personnel for all health services, auto mechanics and machinists, all listed among the training offerings in Kansas City.

Programs Compared with Population Groups

The Kansas City high schools listed 1,059 vocational students. As seen in Table C, below, if we add the 92 in NYC II training, we obtain a total of 1,151 persons or 4.5 percent of the 16-18 age group in skill training programs. Postsecondary and Federal manpower programs enrolled 2,686 individuals,or 1.5 percent of the total general population between the ages of 19 and 44. If we add on-the-job training and adult vocational education, the number rises to 5,654,or 3.4 percent of the older group served in publicly funded skill training.

Of the 16-18 year age group, approximately 2.2 percent of white youth and 1.1 percent of the Black youth were training for jobs. (High school students in home making and industrial arts class were excluded from the count.) Seven percent of the enrollees were male, two percent female in the 19-44 age group, one percent of the whites and 3.8 percent of the Blacks; 2.8 percent of the men and 1.4 percent of the women were taking skill training.

TABLE C

COMPARISON OF POPULATION GROUPS IN CITY WITH NUMBERS OF THESE GROUPS IN SKILL TRAINING

KANSAS CITY, MISSOURI

Population Group		Total Number in City	Number of Students Enrolled in Skill Training Programs	Percent Enrolled
Age	Race/Sex			
16-18	Total	25,613	1,151	4.5
	White	19,088	412	2.2
	Black	6,351	709	1.1
	Male	12,587	883	7.0
	Female	13,026	268	2.0
19-44	Total	167,142	2,686	1.5
	White	129,950	1,325	1.0
	Black	35,699	1,361	3.8
	Male	78.623	1,464	2.8
	Female	88,519	1,222	1.4

Note: In each age group the total of Blacks and whites may be somewhat less than the grand total. This difference represents the number of persons of other races, i.e. American Indian, Oriental, residing in the city. Totals of whites include persons of Spanish surname.

IV. Management, Administration and Coordination

In the fall of 1971, the Mid-America Council of Governments (MACOG) replaced the CAMPS committee by assuming the function of coordination of all manpower programs in an eight county area. MACOG was funded directly by the Department of Labor, Regional Office where as CAMPS plans had to go through the states. In addition to some control over the funding of Federal manpower programs MACOG had secured the voluntary cooperation of other Federal agencies and the public school vocational education program. Another advantage which MACOG had over the old CAMPS was the fact that it had funds for a staff to do nothing but plan. At the time of NPA's visit to Kansas City MACOG staff members had spent most of their time identifying the people who needed training and the jobs in the local labor market which needed trainees. The employment service retained responsibility for the formal designation of training areas, the selection of trainees, and placement of trainees. There seemed to be adequate coordination both among the manpower programs themselves and between them and the public schools and the Metropolitan Junior College District. As examples, Metropolitan Junior College received a number of referrals from WIN, CEP and NYC, and the University of Missouri Dental Laboratory Technician Program recruited through the Employment Service, CEP and WIN. In addition, the public schools provided adult Basic Education for WIN and CEP. On the negative side, however, there seemed to be some feeling on the part of CEP personnel that the employment service was not sufficiently oriented toward the disadvantaged in the outreach and supportive service components. The employment service claimed that CEP, required to fill their staff positions with inner city residents suffered from a lack of trained personnel. Also on the negative side there was some feeling expressed that the job development compenents of all programs should be coordinated too so that potential employers would not be continuously harassed.

According to MACOG personnel those programs with a service delivery system (i.e. WIN and CEP) were more successful than those programs which had to tailor individuals to meet pre-defined slots (i.E. MDTA and NYC). WIN, which by legislation must get all its referrals from the Welfare Department, pointed out that it could handle more persons than were currently being referred to the program. The WIN program in the city had a particularly good location -- one which was about equidistant from most enrollees' homes.

MACOG personnel pointed out that the CEP area had lost 40,000 persons between 1967 when it was designated and 1970, as a result of urban renewal, and that there was an urgent need for a redefinition of the area to include the many persons living outside of it who needed services.

V. Summary

All program officials interviewed indicated the desirability if not the necessity of expanding present training and adding new programs, not only for the unemployed but also for upgrading the skills of those whose capacities are presently underutilized. Nevertheless, in view of the need and the comparatively modest amount of training provided in Kansas City, it would appear that the secondary schools, particularly, have some distance to go before the needs of the majority of their pupils will be adequately served. Four-year college oriented concepts of education on the part of many of the faculty plus the unrealistic ambitions of parents appear to have hampered the progress of vocational education, despite the fact that only an estimated 20 percent of high school graduates pursue four additional years in college. Since career education at Metropolitan Junior College was in its third active year at the time of the survey, its progress in the next few years must be closely observed to determine whether it will overcome the resistance of faculty, the students and their parents. Public response will, of course, influence the support from

from governmental sources. Of the three training groups, the Federal manpower agencies appear to be most seriously concerned with preparing more citizens for productive roles in the economy. Illustrative was the attitude of the director of the MDTA Skill Center where classes are small and instruction was frequently on more or less individual basis, "Everyone can learn at his level and it's our responsibility to find out what that level is." However, it was the feeling of several manpower administrators that more resources were needed to serve people between 18 and 21, those over 45, and outside the CEP target area.

Even though many of the various skill training programs are offered by more than one agency, there does not seem to be any major problem of duplication. The amount of training available, both for secondary students and for the general population, is so limited that it suggests significant gaps in opportunity rather than duplication. Very little of the training currently available was in surplus occupations lending further support to this thesis. Skill training seems to be in a developing stage in Kansas City and careful planning and implementation will prevent duplication of effort and training in the future.

Table 1

Kansas City

TOTAL NUMBER OF STUDENTS ENROLLED AND TOTAL NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL TRAINING IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS

INSTITUTION/AGENCY	TOTAL ENROLLED	NUMBER ENROLLED FROM CITY	NUMBER IN OCCUPATIONAL TRAINING (1)	NUMBER FROM CITY IN OCCUPATIONAL TRAINING
Kansas City Public Schools	18,456	18,456	1,059	1,059
University of Kansas Dental Laboratory Technician Program (2)	39	19	39	19
Menorah Hospital (3)	66	66	66	66
Metropolitan Junior College District	7,873	7,483	1,867	1,867
Manpower Development Training Act	581	567	581	567
Concentrated Employment Program (4)	1,174	1,174	125	125
Work Incentive Program	615	603	326	322
Neighborhood Youth Corps (Occupational Training)	434	280	144	92
Manpower Development Training Act, On-the-Job Training	92	90	92	90
Jobs Optional Program	93	93	93	93
National Alliance of Businessmen, Job Opportunities in the Business Sector	619	619	619	619
Urban League, On-the-Job Training	315	309	315	309
Kansas City Public Schools - Adult	3,317	3,317	1,857	1,857

(1) Ninety-seven Department of Labor enrollees who received skill training at Metropolitan Junior College are included in the enrollments of both agencies.

(2) A special program for the Disadvantaged: 11 were enrolled from Work Incentive Program; 5 from Manpower Development Training Act; 5 from Concentrated Employment Program.

Table 1
(Continued)

Kansas City

(3) Menorah Hospital set up a Special Training Program for Licensed Practical Nursing applicants who were borderline but failed the qualifying test. A second chance was given upon completion of a nurse's aide course. Of the 66 trainees, 42 were enrolled from Manpower Development Training Act; 2 from Neighborhood Youth Corps (Occupational Training).

(4) Includes 17 in New Careers component.

Table 2

Kansas City

OCCUPATIONAL OFFERINGS IN PUBLIC INSTITUTIONS BY TYPE AND ENROLLMENT

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Kansas City Public Schools - Secondary	
Automobile Mechanics	188
Air Conditioning/Refrigeration and Heating	15
Automobile Body and Fender Repair	45
Commercial Building Care	12
Commercial Sewing	43
Cosmetology	43
Commercial Art	57.
Drafting	32
Electricity	24
Electronics	97
Graphic Arts	23
Health Occupations	14
Keypunch	37
Horticulture	30
Machine Shop	20
Machine Tool Technology	22
Pre-Nursing	20
Theatre Crafts	19
Welding	23
Clerical	124
Secretarial	64
Cooperative Office Occupations	38
Data Processing	43
Printing	26
TOTAL	1,059
University of Missouri at Kansas City - Dental Laboratory Program	
Dental Laboratory Technician	39
Menorah Hospital Licensed Practical Nurse Program	
Licensed Practical Nurse	66
Metropolitan Junior College District	
Cooperative Stenographic	132
Secretarial	376
Midmanagement	87
Accounting and General Business	340
Hotel and Restaurant Management	42
Allied Health Management	21
Automotive Technician	61
Aviation Management	42

Table 2
(Continued)

Kansas City

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Metropolitan Junior College District (cont'd)	
Electronics	37
Drafting	70
Data Processing	211
Day Care	51
Police Science	139
Fire Science	54
Traffic Engineering Technician	7
Inhalation Therapy	30
Nursing	91
Dental Assistant	49
Food Supervision	21
Dietetic Technician	6
TOTAL	1,867

Table 3

Kansas City

OCCUPATIONAL OFFERINGS IN FEDERAL MANPOWER OR EDUCATIONAL PROGRAMS: BY TYPE, ENROLLMENT, AND AGENCY PROVIDING TRAINING

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED	AGENCY PROVIDING TRAINING
	Manpower Development and Training Act	
Automobile Body	29	MDTA Skill Center
Automotive Services	35	MDTA Skill Center
Clerical	104	MDTA Skill Center
Duplicating Machine	27	MDTA Skill Center
Factory Assembly	17	MDTA Skill Center
Food Preparation	27	MDTA Skill Center
Building Maintenance	23	MDTA Skill Center
Health Service	30	MDTA Skill Center
Machine Operator	30	MDTA Skill Center
Upholstery	26	MDTA Skill Center
Welding	70	MDTA Skill Center
Dental Laboratory Technician	5	University of Kansas School of Dentistry
Licensed Practical Nurse	42	Menorah Hospital
Wastewater Treatement Operator	7	Public College
Operating Engineer	46	Union Local
Construction Laborers	30	Union Local
Drywall Taper	14	Union Local
Individual Referrals	19	Private Schools
TOTAL	581	
	Concentrated Employment Program	
Automobile Body Repairman	5	MDTA Skill Center
Automotive Services	10	MDTA Skill Center
Clerical	37	MDTA Skill Center
Duplicating Machine	3	MDTA Skill Center
Food Preparation	5	MDTA Skill Center
Building Maintenance	1	MDTA Skill Center
Health Occupations	6	MDTA Skill Center
Machine Operator	6	MDTA Skill Center
Upholstery	4	MDTA Skill Center
Welding	12	MDTA Skill Center
Dental Laboratory Technician	5	University of Missouri at Kansas City
Electronic Technician	8	Electronic Institute
Computer Programmer	9	Electronics and Computer Programming Institute
Aero Mechanic	1	Aero Mechanics School
Refrigeration Mechanic	5	Stevenson's School

Table 3
(Continued)

Kansas City

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED	AGENCY PROVIDING TRAINING
	Concentrated Employment Program (Cont'd)	
Automobile Mechanic	5	Stevenson's School
Barber	2	Moler Barber College
Interior Designer	1	Pierce School of Interior Design
TOTAL	125	
	Work Incentive Program	
Drafting	3	Kansas City Business College
Practical Electronics	3	Electronics Institute
Office Practices	35	U.S. Trade School
Social Work	19	Metropolitan Junior College
Automobile Mechanics	7	U.S Trade School
Licensed Practical Nurse	35	MDTA Skill Center and Kansas City School Bd.
Office Machines	1	Victor Business College
Data Programmer	7	Electronics and Computer Programming Institute
Barber	1	Moler Barber College
Electronics	15	Electronics Institute
Welding	3	Stevenson's Trade School
Automobile Body Repair	1	Stevenson's Trade School
Dental Laboratory Technician	11	MDTA - University of Missouri at Kansas City Dental School
Automobile Body Repair	4	U.S. Trade School
Elementary Education	6	Metropolitan Junior College
Dental Assistant	2	Metropolitan Junior College
Sociology	5	Metropolitan Junior College
Registered Nurse	8	Metropolitan Junior College
Secretarial	13	Metropolitan Junior College
Keypunch Operator	4	Kansas City Business College
Bookkeeping	2	Kansas City Business College
Clerk, General Office	27	Kansas City Business College
Stenographer	8	Kansas City Business College

Table 3
(Continued)

Kansas City

Work Incentive Program (Cont'd)

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED	AGENCY PROVIDING TRAINING
Diesel Mechanic	1	U.S. Trade School
Nurse's Aide	24	MDTA Skill Center and the Urban League
Physical Education	1	Metropolitan Junior College
Food Management	1	Metropoligan Junior College
Clerk, General Office	6	MDTA Skill Center
Welding	3	MDTA Skill Center
Machinist	1	MDTA Skill Center
Food Service	2	MDTA Skill Center
Junior Stenographer	11	Kansas City Business College
Secretarial	6	Kansas City Business College
Junior Accountant	5	Kansas City Business College
Beautician	4	Aline Jefferson Beauty School
Secretarial	7	Dickinson Business School
Beautician	1	Moler School of Beauty
Duplicating Machine Operator	1	MDTA Skill Center
Television Servicing	4	Electronics Institute
Comptometer Operator	4	Kansas City Business College
Business Administration	3	Metropolitan Junior College
Drafting	1	Metropolitan Junior College
Small Power Technology	1	U.S. Trade School
Data Processing	3	Metropolitan Junior College
Typist	2	Kansas City Business College
Hair Styling	1	Moler Barber College
Automobile Mechanic	2	MDTA Skill Center
Accountant	1	Dickinson Business School
Watchmaking	1	Kansas City School of Watchmaking
Day Care Management	1	Metropolitan Junior College
Medical Assistant	1	Metropolitan Junior College
Upholstery	1	MDTA Skill Center
Pharmacy	1	Metropolitan Junior College
Automobile Body Repair	1	MDTA Skill Center
TOTAL	326	

Table 3
(Continued)

Kansas City

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED	AGENCY PROVIDING TRAINING
	Neighborhood Youth Crops II	
Secretarial	30	Private
Automobile Mechanic	38	U.S. Trade School, City Technical Education Cntr.
Clerk-Typist	60	Public College
Teacher's Aide	5	Public School
Licensed Practical Nurse	2	Menorah Hospital
Cosmetology	3	City Technical Education Center
Machine Shop	1	City Technical Education Center
Small Appliance Repair	1	City Technical Education Center
Architectural Drafting	2	City Technical Education Center
Radio and Television Repair	1	City Technical Education Center
Electronics	1	City Technical Education Center
TOTAL	144	

Table 4

Kansas City

SUMMARY OF OCCUPATIONAL OFFERINGS AND NUMBER OF STUDENTS SERVED BY SECONDARY, POSTSECONDARY, AND DEPARTMENT OF LABOR PROGRAMS

OCCUPATIONAL OFFERINGS	TOTAL	HIGH SCHOOL	POSTSECONDARY	DEPARTMENT OF LABOR
Horticulture	30	30		
Hotel and Restaurant Management	42		42	
Physical Education	1			1
Dental Assistant	49		49	
Dental Laboratory Technician	39		39	
Dietetic Technician	6		6	
Health Occupations	71	14	21	36
Inhalation Therapy	30		30	
Medical Assistant	2			2
Nurse's Aide	47	20		27
Practical Nurse	101		66	35
Registered Nurse	91		91	
Pharmacy	1			1
Day Care	51		51	
Food Services	55		21	34
Teacher's Aide	5			5
Accounting and General Business	346		340	6
Bookkeeping	2			2
Clerical and Typing	360	124		236
Data Processing	270	43	211	16
Elementary Education	6			6
Keypunch	41	37		4
Mid-Management	87		87	
Office Machines	72			72
Office Occupations	38	38		
Office Practices	35			35
Secretarial	483	64	376	43
Stenography	151		132	19
Traffic Engineering Technology	7		7	
Fire Science	54		54	
Operating Engineer	46			46
Police Science	139		139	
Air Conditioning/ Refrigeration	20	15		5
Aeronautical Mechanic	1			1
Appliance Repair	1			1
Automobile Body	85	45		40
Automobile Mechanics	240	188		52
Automotive Services	45			45
Automobile Technician	61		61	
Aviation Management	42		42	
Barber	3			3
Building Maintenance	36	12		24

Table 4
(Continued)

Kansas City

OCCUPATIONAL OFFERINGS	TOTAL	HIGH SCHOOL	POSTSECONDARY	DEPARTMENT OF LABOR
Commercial Art	57	57		
Construction Laborers	30			30
Cosmetology	52	43		9
Diesel Mechanic	1			1
Drafting	107	32	70	5
Drywall Tapers	14			14
Electricity	24	24		
Electronics	161	97	37	27
Factory Assembly	17			17
Graphic Arts and Printing	49	49		
Interior Designer	1			1
Machine Shop	22	20		2
Machine Tool	22	22		
Radio and Television Repair	5			5
Sewing	43	43		
Small Power Technician	1			1
Social Work	24			24
Theatre Crafts	19	19		
Upholstery	31			31
Wastewater Treatment Operator	7			7
Watchmaking	1			1
Welding	111	23		88
Individual Referrals	19			19
TOTAL	4,110	1,059	1,972	1,079*

*Department of Labor Programs enrolled an additional 97 persons who were trained in postsecondary programs and reported by them. They are excluded from this total to prevent double counting.

Table 4A

Kansas City

DISTRIBUTION OF OCCUPATIONAL ENROLLMENTS BY LEVEL AND AREA

AREA	LEVEL		
	SECONDARY	POSTSECONDARY	DEPARTMENT OF LABOR
Agriculture	2.8%	-- %	-- %
Distributive Education	--	2.1	--
Health	3.2	15.3	9.5
Home Economics(Gainful)	--	3.7	3.6
Business and Office	28.9	58.1	40.7
Technical Education	--	10.2	4.3
Trade and Industry	65.1	10.6	40.2
Individual Referrals	--	--	1.7
TOTAL	100.0%	100.0%	100.0%

TABLE 5

SUMMARY OF SELECTED SERVICES AVAILABLE BY PROGRAM

AGENCY/INSTITUTION	VOCATIONAL GUIDANCE	COUNSELING	ADULT BASIC EDUCATION AND REMEDIAL EDUCATION	ENGLISH AS A SECOND LANGUAGE	LEGAL AID	CHILD DAY CARE	TRANSPORTATION	HEALTH SERVICES	JOB DEVELOPMENT AND PLACEMENT
Kansas City Public Schools	*	I	I				I	X	I
Metropolitan Junior College	*	I					X		I
MDTA - Institutional		I	X				I	X	I
CEP		I	X		X	X	I	I	I
WIN		I	I			X	I	I	I
NYC II		I	I			X	I	X	I
MDTA-OJT									I
Urban League OJT		I							I
NAB-JOBS		X	X			X	*	X	
Dental Lab Technician Program At University of Missouri	I	I	I			X	X	I	I
Menorah Hospital (1)	I	I						I	I

I = Provided by Program
X = Available by Referral

* Insufficient Information

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[1] The bulk of Menorach Hospital trainees were DOL students and received services from their agencies in addition to those provided by Menorah.

Table 6

Kansas City

PROGRAM ENROLLMENTS BY OFFERING AGENCY AND POPULATION GROUPS SERVED

INSTITUTION/AGENCY	TOTAL	BLACK	WHITE	SPANISH SURNAME	OTHER
Kansas City Public Schools	100%	60%	39%	1%	
Male	80%				
Female	20%				
University of Missouri (at Kansas City) Dental Laboratory Technician Program	100	61	37	1	1%
Male	10				
Female	90				
Menorah Hospital, Licensed Practical Nurse's Program	100	66	34		
Male	1				
Female	99				
Metropolitan Junior College District	100	11	85	2	2
Male	63				
Female	37				
Manpower Development and Training Act - Institutional	100	60	35	5	
Male	60				
Female	40				
Concentrated Employment Program	100	95	3	2	
Male	53				
Female	47				
Work Incentive Program	100	77	22	1	
Male	31				
Female	69				
Neighborhood Youth Corps II	100	70	25	5	
Male	40				
Female	60				
Jobs Optional Program - On-The-Job Training	100	65	30	5	
Male	60				
Female	40				
National Alliance of Businessmen - Job Opportunities in the Business Sector	100	56	23	3	18
Male	70				
Female	30				
Urban League - On-The-Job Training	100	98	1	1	
Male	23				
Female	77				

Table 7

Kansas City

NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY

OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY	NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY	PERCENTAGE OF TOTAL NUMBER OF STUDENTS ENROLLED IN ALL OCCUPATIONAL PROGRA
Health Occupations	71	1.73%
Nurses's Aide	47	1.14
Practical Nurse	101	2.46
Food Services	55	1.34
Accounting & General Business	346	8.42
Clerical & Typing	236	5.74
Data Processing	270	6.57
Keypunch	41	1.00
Secretarial	483	11.75
Stenography	151	3.67
Air Conditioning and Refrigerator	20	.49
Auto Body	85	2.07
Auto Mechanics	240	5.84
Building Maintnance	36	.88
Cosmetology	52	1.27
Drafting	107	2.60
Electircs	161	3.92
Machine Shop	22	.54
Welding	111	2.70
TOTAL	2,635	64.13%

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Section 12

LOS ANGELES

I. Introduction

The sprawling city of Los Angeles is one of 77 municipalities contained within Los Angeles County which has a total population of 7,032,075. It is difficult to circumscribe the economic activity of Los Angeles city and its effects since the city is enmeshed with surrounding communities, some of which divide along a single street. Important industrial and mercantile establishments within the boundaries of the city draw employees from the entire county while such establishments in outlying areas frequently draw employees who reside in the city. Likewise, as can be seen in Table 1, with the exception of three programs, all of the skill training programs included in this survey enrolled students from adjoining communities as well as from Los Angeles. The three programs restricting their enrollments to persons residing within the city limits were: The Concentrated Employment Program (CEP), the Neighborhood Youth Corps II (NYC II), and the National Alliance of Businessmen-Job Opportunities in the Business Sector (NAB-JOBS) program. Since most program records did not group enrollments according to community of residence, numbers ascribed to residents living within the city boundaries were, in most cases, estimates.

The 1970 Census indicated a population of 2,815,998 persons residing in the 450 square miles that encompass the city of Los Angeles. Minority persons of Spanish surname and Blacks, almost equal in number, comprised 36.2 percent of the inhabitants. The former, totaling 518,791, represented 18.4 percent of the population, and the latter, numbering 503,517 constituted 17.8 percent. There was also a small group of persons of Asiatic ancestry residing within the city.

The 1970 Census reported that there were 175,000 poor persons of working age living in Los Angeles. Of these, 30 percent were Black, and 23 percent had Spanish surnames.

Until recently, aircraft and related industries employed about 38 percent of Los Angeles' work force. With the recent down turn in Federal aerospace expenditures, however, the economy of the area was severely affected. The unemployment rate soared from 4.3 percent in 1969 to 7.2 percent in 1970 to 9.2 percent in 1971. Welfare rolls grew accordingly. It was estimated that 1.1 billion dollars were spent in public assistance to families in Los Angeles County during 1970. The unemployment rate for the civilian labor force in Los Angeles city was seven percent in 1970, with 9.9 percent of the families subsisting on incomes below the poverty level. As the cutbacks increased, all classes of workers were affected, from the professional and highly expert specialists through the echelons of skilled, semi-skilled, white and blue collar personnel. Twenty-three percent of experienced unemployed males and 15 percent of experienced unemployed females were reported as previously having held professional, technical, or managerial positions.

The unemployment rate was higher for Blacks: 10.6 percent of the males in the civilian labor force were out of work and 9.5 percent of the females. Over 20 percent of Black families were subsisting on incomes below the poverty level. Statistics on residents with Spanish surnames revealed that almost eight percent of the women in the civilian labor force were unemployed as opposed to 7.4 percent of the men. Fifteen percent of families with Spanish surnames were subsisting at less than poverty level.

The general population of the city 25 years of age or older registered a relatively high level of educational attainment, 62 percent having had at least four years of high school and almost 14 percent having completed four or more years of college. Among the Blacks and Spanish surname residents the educational level was lower: 50.3 percent of Blacks, 25 years or older had graduated from high school, but only 5.7 percent had four or more years of college. While six percent of the Spanish surname population in that age group reported four or more years of college, only 39.7 percent had at least four years of high school.

As in other cities, there were indications that educational attainment in Los Angeles was rising. In the 18 to 24 year-old age group almost 70 percent had completed four years of high school. In addition, 96.7 percent of the 14 to 15 year olds in the general population were attending school. For both Black and Spanish surname, the percentages were close, 96.4 percent for the former and 95.3 percent for the latter. However, whereas in the overall population there was a drop to 91.2 percent of the 16 to 17 year-olds in school, the drop for both Blacks and Spanish surname was steeper; to 88 percent for the former and 84.7 percent for the latter.

The 1970 Census also reported that of all individuals in Los Angeles between 16 and 64 years of age who had less than 15 years of schooling, 40 percent of the men and 28 percent of the women had received some vocational training in the past.

II. Occupational Education in Los Angeles

Occupational education at the secondary level was available through the Los Angeles Unified School District and the Regional Occupational Program (a component of the Regional Occupational Centers). On the postsecondary level, it was available through the Regional Occupational Centers, the Los Angeles Community College District, and Santa Monica Community College. In addition, there were 11 Federal manpower programs supported by Department of Labor funds. Vocational offerings in the Public School Adult program were, for the most part, upgrading in purpose. All of these programs together with their enrollments are presented in Table A.

Table A

NUMBER OF STUDENTS ENROLLED IN SKILL TRAINING IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS

LOS ANGELES

Institution/Agency	Number Enrolled from City	Number from City in Skill Training
Los Angeles Unified School District	123,965	37,788
Regional Occupational Centers (secondary)	2,634	2,634
Regional Occupational Centers (postsecondary, adult)	16,855	16,855
Los Angeles Community College District (eight colleges, day students)	29,955	19,470
Santa Monica Community College	9,125	2,166
MDTA	3,304	3,304
CEP	2,555	1,466
WIN	7,919	3,066
NYC II (Economic and Youth Opportunities Agency)	1,479	1,479
NYC II (Watts)	165	0
Job Corps Center for Women	270	125
New Careers (Mexican-American Opportunity Foundation)	76	76
MDTA-OJT	600	600
Urban League OJT	611	611
JOP	321	321
NAB-JOBS	2,459	2,459
Public School Adult:		
Los Angeles Unified School District	78,890	23,391
Los Angeles Community College District	29,638	26,563

Note: With the exception of Santa Monica Community College, CEP, NAB-JOBS and the NYC II project located in the Watts area, city enrollments beyond the secondary school level are estimates, as the reporting systems did not separate students residing within Los Angeles city boundaries from those in outlying communities.

Non-gainful home economics enrollments are not included in the high school occupational totals. The figure, however, does include 5,073 pupils in woodworking courses, but there was no clear indication as to how many were taking them for hobby and exploratory reasons, or for training for employment.

The Los Angeles Unified School District which extend some 100 square miles beyond the limits of Los Angeles city has 73 senior high schools. For Fiscal Year 1971 the District reported a student population of 137,739, enrolled in grades 10 through 12. As students were not grouped according to their place of residence, precise enrollments of actual residents of Los Angeles city were unavailable; estimates were around 90 percent or 123,965. About 50 of the high schools had vocational education curricula, and 41,987 students (30.5 percent of the total) were listed as vocational. It was estimated that 37,788 students or 90 percent of the vocational students were residents of the city of Los Angeles. If a student sought career training which was not available at his high school, he could, with administrative approval, enroll in the Regional Occupational Program or take the course desired at another high school offering it.

The Los Angeles Unified School District is also responsible for the operation of five Manpower Development Training Skill Centers, an adult education program operating in 39 of the high schools, and for the five Regional Occupational Centers. The Manpower Skill Centers used the facilities of the Regional Occupational Centers. A major distinction between the adult programs in the high schools and the adult programs in the Regional Occupational Centers should be pointed out: Students enrolling in ROC centers do so for career training.

Started in 1967 following action taken by the California Legislature in 1963, there are currently five Regional Occupational (ROC) Centers strategically located within the Los Angeles Unified School District. These Centers draw about 90 percent of their enrollment from the city proper. During FY 1971 they registered 17,742 students. Two were operating at maximum capacity. All were exclusively directed toward career education with the goal of providing a saleable skill leading to job placement. The ROC Centers are financed by local taxes with minimal support from Vocational Education Funds. The Emergency Employment Act provides for occupational employment technicians who follow up trainees after they go on to employment. Enrollment is open to: (a) persons who have not finished high school, who are at least 18 years of age and who are not attending a public school; (b) to high school graduates; and (c) to persons under 18 who are accepted on an individual basis. Further academic requirements depend on the training sought. For example, candidates for licensed practical nursing must have a 10th grade education, or pass a prescribed test. During FY 1971 it was reported that 30 percent of the ROC Center enrollees were high school graduates. An applicant for any course who is not educationally functional must qualify through remedial or additional education obtainable at one of the secondary schools. Since enrollment is open throughout the school year, students can enter some of the necessary classes at any time and receive credit toward a high school diploma. Certificates of proficiency are awarded upon completion of the training program. Tuition is $3.50 per semester regardless of the number of classes attended, but the fee is applicable only to those with high school diplomas. Students, however, do purchase their books, supplies and any uniforms required. Neither stipends nor allowances are provided, a hindering factor to those who require support while in training, although trainees from Federal manpower agencies are given the customary allowances. While the ROC Centers engage in active recruiting via the media, most enrollees apply on their own or are referred by local organizations, including the Veterans Administration. Trainees residing anywhere in the Unified School District can choose to attend any ROC Center.

Training is geared to local labor market needs, but programs available at one ROC Center are not necessarily available at others. For example, North Valley Center emphasized training most suited to nearby Lockheed which was consulted before programs were instituted, while Harbor Center stressed courses that would meet the demands of the shipbuilding industry. ROC Centers had good relations with labor unions and and many union members were enrolled part-time in upgrading courses. Additionally, about 130 apprentice type programs are offered with industrial experts as instructors.

A component of the ROC Centers, the Regional Occupational Program (ROP) was designed for 10th, 11th, and 12th grade students currently enrolled in a regular high school program. Participation in ROP enables students to combine four hours of academic work with two to four hours of skill training five days a week plus a full day on Saturday at ROC facilities. A team of career advisors counsels secondary school students and guides them to the training available at ROC Centers. High school students who are under 18, however, must obtain administrative approval to enroll in the ROP.

"Before ROC Centers, the only way a youth could get this kind of training was at a detention center or wait to become an adult," one coordinator observed. At the time of this survey, the ROP, which enrolled 2,773 10th to 12th grade students (2,634 from Los Angeles city) was in a precarious position, as funding was dependent on permissive taxation.

ROP was also geared to local labor market needs and part of the training was work experience at industrial plants or business establishments which sponsored the training programs. Among companies that offered supplementary work experience were the Northrop Corporation, Los Angeles Division of North American Rockwell Corporation, Atomics International and Rocketdyne. Time spent in work experience was credited toward high school diploma requirements.

The eight colleges in the Los Angeles Community College District are spread out in an area that covers 882 square miles and embraces a population of 4,174,300. Their locations in this widespread area (almost twice that of Los Angeles city) and the fact that students residing anywhere within the college district may enroll at any one of the tuition-free colleges made precise enrollments from Los Angeles city difficult to obtain. Admission is open to anyone who is at least 18 years old, or has a high school diploma. Placement tests are given to applicants who may need remedial education. As with the ROC Centers, applicants for practical nursing training need only a 10th grade education.

As seen in Table 1, Appendix, the eight community colleges reported 49,020 full-time day and 42,194 adult students for FY 1971; 31,974 day students (65 percent) were registered in career education. Only rough estimates were submitted for numbers of students who were residents of Los Angeles. Santa Monica Community College , which is not a member of the Community College District was included in the survey because it attracted a substantial percentage of its enrollment (9,125 students) from Los Angeles city. Of these students, 2,166 or 24 percent were pursuing occupational programs.

While Table 2, Appendix, lists occupational programs with ther enrollments, except for Santa Monica, these are not broken out by college, but rather presented as a composite of the offerings available at all the colleges within the Community College District. In addition to Santa Monica, of the eight colleges in the District only Los Angeles Trade and Technical College was visited for on-site interviews. For overall information, the chief administrative personnel at the Community College. District headquarters were interviewed. More specific data regarding the other seven Community Colleges, several of which are located some distance from the city, were obtained through telephone interviews.

The various member colleges played varying roles in the Community College System. Los Angeles City College, with emphasis on two-year liberal arts courses, limited its career education primarily to health courses. West Los Angeles College in Culver City, which opened in February, 1969, likewise offered few vocational education courses and had no cooperative education.

Pierce College, in Woodland Hills, with a total enrollment of 16,000 (92 percent white) but with comparatively few students from Los Angeles city, offered two-year training in 60 occupational areas. About half of the programs provided cooperative education. The coordinator of occupational education states that there was a growing emphasis on vocational education. Pierce College started about 25 years ago as an agricultural school but changed the emphasis of the curriculum as the area developed into a center of aero activity with increasing demand from subcontractors for technologically skilled employees. The majority of the students, however, transfer to four-year colleges. While Pierce is located in an affluent community about

20 miles from Los Angeles, the community does contain a large population of Mexican descent, plus a substantial number of Blacks and other persons of Spanish surname. Administrators were interested in recruiting more Blacks but pointed out that the inconvenience of transportation was a hindrance since much of additional Black enrollment would be recruited from the city. In FY 1971 the career training programs most popular with students were agricultural occupations, theatre arts, journalism, secretarial science, computer science, accounting, engineering, automotive skills, and real estate. Pierce also has a large apprentice program combining work with study for an associate degree, followed by apprentice training for four years and journeyman status. Screening for this program is conducted by unions.

Los Angeles Valley College in Van Nuys had an enrollment of 18,000 with about 90 percent of the students from Los Angeles City; the majority, however, were transfer students. The college reported that while close to 30 percent of its students would declare a vocational major, no more than 20 percent would complete a full program. The chief career programs were in health, hotel and restaurant management, office skills, music and cinema arts, metal trades, aircraft and aerospace. The last three programs were continued despite the economic downturn and the diminished need for persons trained in these areas.

Harbor College in Wilmington reported that 30 percent of the day and 52 percent of the evening students were in occupational programs, but that a large number dropped out by the end of the first year, either losing interest or accepting available employment with whatever degree of skill they had acquired. Wh [illegible] percent of students who earn an associate degree transfer to four year colleges, college administrators felt that a much large number of students should be in occupational training, but "we cannot interest them." It is hoped that a new guidance center, staffed by two vocational counselors will stimulate larger enrollments in career education.

Similar criticism of students who were bypassing occupational training for academic courses which they abandoned before the end of the first year, was voiced by officials at East Los Angeles College which served four major cities in Los Angeles County drawing about half of its student body from the city. "The student push is academic, looking to upward mobility within two-year courses," one administrator commented. For the year under survey the most popular career programs were architecture, commerical art, business, health (an extensive curriculum offering training in a number of health occupations), gainful home economics, journalism, public service, police and fire science, and graphic communications. Efforts to interest students in trade programs were disappointing to administrators. There was no student demand for courses in tool skills, automotive skills or engine repair. The administrator interviewed pointed out that one of the largest private automotive trade schools was operating in the Chicano area but the lack of student interest prevented East Los Angeles College from offering the program. He attributed an attrition rate of 50 percent during the freshman year to the unrealistic goals of the students. He pointed out that only 29 percent of the last graduating class was prepared for occupations, the other 71 percent planning transfer to a college for a bachelor's degree, but "many of them indicated interest in fields which offered few jobs."

All but 41 of 3,853 students enrolled at the largely Black Southwest College were residents of Los Angeles City. Less than one third were in occupational programs.

Los Angeles Trade and Technical College registered all but 481 of its 15,700 day and evening students in career programs. While admission is open to high school graduates and to applicants who are at least 18 years of age and "can profit from instruction", students are tested for educational proficiency for the training they seek and are required to take remedial education if their educational functioning is inadequate. A wide variety of career program training is offered and the college makes a concerted effort to direct students toward occupations in demand in the local labor market. Most of the evening students seek to upgrade their skills or improve their job opportunities. A certificate of proficiency is awarded a student who completes only skill training; certain additional academic requirements must be completed for an associate degree. This college reported little attrition due to waning student interest and reported that about 95 percent of those enrolled are awarded either certificates of proficiency or an associate degree. While the school is located in a Black community, more than half the students are white.

Santa Monica College which has the same criteria for admission as the colleges in Los Angeles Community College District, reported a limited occupational enrollment due to lack of student interest in career education. Only 23.7 percent of their student body was enrolled in skill training programs, and a number of occupational programs previously offered had been discontinued due to lack of student interest. During FY 1971, 33 career programs were offered. Largest concentrations of students were in electricity (13.6 percent) and police science (11.8 percent).

Six Federal manpower programs enrolled a total of 22,024 persons with 13,031 or 59 percent in occupational training. The Work Incentive Program (WIN) registered the largest number, 11,819, but no occupational listings were available for the 4,576 enrollees reported to be in skill training programs. The Manpower Development and Training Act (MDTA) program was next highest in enrollments, all reported in occupational training. The other four Federal manpower programs were: The Concentrated Employment Program (CEP), Neighborhood Youth Corps II (NYC II), Job Corps for Women, and New Careers, the latter operated by the Mexican-American Opportunity Foundation. Of the 20 cities surveyed, Los Angeles had the only Job Corps Center for Women. There was also an NYC II in the Watts Area with most of the 165 enrollees receiving on-the-job training or work experience at several commercial establishments and construction projects managed by the Watts Labor Communicty Action Committee. Some institutional training was given at the Watts NYC II facility and the Saugus Training Center in Saugus , California where trainees spend the week, returning to their homes for the weekend. MDTA-OJT, the Urban League, the Jobs Optional Program (JOP), and the National Alliance of Businessmen-Job Opportunities in the Business Sector (NAB-JOBS) program had active on-the-job training programs enrolling a total of 4,637.

Occupational Offerings

The Los Angeles Unified School District offered 46 vocational programs in the high schools, while the secondary component of the Regional Occupational Centers offered 61. Due to some overlap, the number of different programs at the secondary level totaled 78. In the high schools, nine courses enrolled 36,176 students or 86 percent of the total vocational enrollment: drafting, auto mechanics, woodworking, typing, graphic arts, electronics, metal trades, stenography and machine shop. It should be pointed out that the 5,073 pupils registered in woodworking may not necessarily be vocational students, since there was no clear indication as to how many were taking the course as a route to carpentry or other crafts requiring woodworking skill, or merely as a hobby. (If woodworking were omitted as a subject leading to a career, then eight school vocational programs absorbed 31,103 pupils or 74 percent.)[1]

ROP pupils also tended to concentrate in a few areas. The eight leading programs attracted 1,154 or 45 percent of the students enrolled in: cosmetology, automobile technician/mechanic, law enforcement, clerk/typists, typing and related, secretarial, drafting, and key punch operator.

Table 2 at the end of the Section reveals that whereas the high schools offered 19 courses of training not available at the Regional Occupational Centers, the latter offered 34 not provided by the high schools. These 53 programs enrolled 15,744 or 37.5 percent of regular secondary vocational pupils and 1,187 or 43 percent of those secondary students training under ROP.

On the postsecondary level, the colleges in the Community College District offered 89 vocational programs, Santa Monica 33 and the Regional Occupational Centers 75, for a total of 197. Santa Monica provided 19 that were not available to students enrolled with the District group. Furthermore, 73 college offerings were not included in the ROC listings, but on the other hand, 45 ROC courses of training were not available to college students. While the number of adults who have enrolled in vocational courses in the regular public school system for career purposes is unknown, the Regional Occupational Centers designed exclusively for career development, enrolled only persons taking courses for career reasons. Hence, they have been included in the 121 postsecondary offerings in Table 4 at the end of the Section. As with secondary listings, variations between Table 2 and Table 4 are due to the collapsing of courses within an occupational area to correspond with comparable offerings by the secondary institutions and Federal manpower programs.

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[1] Correspondingly, the number for occupational training in Table 1 at the end of the Section would change from 41,987 or 30.5 percent of total pupil enrollment in the Unified Public School District to 36,914 or 26.8 percent with relative percentage changes in Figure A.

The six Federal manpower training programs accounted for only 12 percent of all enrollees in skill training, but there 81 occupational offerings were surpassed in number only by the colleges. Overall, almost one-fourth of Federal manpower program students were in clerical training. Detailed analysis of the individual programs indicates that almost 57 percent of MDTA enrollees were in four occupational areas: multi-clerical, heavy duty truck driving, paramedical, and multi-industrial fabrication. Two programs, clerical and education aide, attracted 56 percent of NYC II enrollees. Sixty-eight percent of Job Corps for Women enrollees were in nurses aide and clerical, and 75 percent of the New Careers students were enrolled in training as community service aides. It should be pointed out that the Mexican-American Opportunity Foundation, sponsor of New Careers emphasizes training for work in public service. There was no notable concentration of CEP enrollees in any particular areas. WIN offered seven programs in the health field, whereas the other five combined offered eight, but no conclusions could be drawn as to the percentage of trainees in health occupations as WIN did not supply separate enrollments for any of its courses.

Table 4-A at the end of the Section indicates the distribution of enrollees in each of the three levels--secondary, postsecondary, and Federal manpower programs--among the seven major vocational-technical areas.

Selected Services

Table 5 of this Section displays the major supplemental services offered by all programs surveyed. Vocational guidance, job development and placement were provided by all institutions and agencies except for the secondary schools which did not provide the latter two services. Other ancillary services, provided by the programs or obtainable through referral, were counseling, adult basic and remedial education, English as a Second Language, legal aid, child day care, transportation, and health services. The availability of these services and the extent to which they are provided, varied among the individual programs. The major variable seemed to be the needs of program participants. For example, NYC II reported that since relatives and friends of students cared for the children, they did not provide or arrange for child care. Adult Basic Education and English as a Second Language , which were available at the public schools and community colleges, were open to Federal manpower program enrollees as well. The Regional Occupational Centers, however, did not offer either of these services.

Recognizing the unusual problems arising from the geographic nature of the area they served, Federal manpower training programs provided help to students who required transportation. While emergency health care was available in all programs, only the colleges had medical service readily accessible on campus. Enrollees in some programs were given medical examinations with follow-up care; and certain jobs, such as those in the health field, required complete physicals before the trainee could be considered for employment. These were usually arranged and paid for by the program. The California Human Resources Department, which includes the Employment Service, was charged with handling some of the services for Federal manpower programs, but some administrators felt enrollees were better served when the services were provided by the agency staff.

Characteristics of Students

While Table 6 of the Section indicates that the majority of students enrolled in the Community College District were white, there were considerable variations among the individual colleges. For example, East Los Angeles and Southwest College, reflecting the ethnic and racial compositions of their neighborhoods, had majority enrollments from the Spanish surname and Black populations. Los Angeles Trade and Technical College drew almost half of its student body from minority groups. Similarly, while approximately half of the enrollment of the five Regional Occupational Centers was white, different facilities reflected the ethnic and racial composition of their areas. Central City with 4,189 students, was mostly Black; West Valley, with 8,205, was mostly white; East Los Angeles drew most of its 1,273 enrollees from the Spanish community; and Harbor (1,785) and North Valley (2,290) were mixed.

Overall, Black enrollments for the colleges totaled 16 percent of the student body; Spanish surname, 15 percent. Black enrollments for the Regional Occupational Centers totaled 17 percent; Spanish surname, 26 percent. Seventy percent of the ROC enrollees qualified in at least one respect as disadvantaged. About 45 percent of the secondary students were white. Blacks constituted 26 percent and 24 percent were Spanish surname. All secondary and postsecondary institutions also enrolled from five to seven percent of "other."

While Blacks seemed to be the major target group served by Federal manpower training programs, trainees with Spanish surnames constituted a significant portion, ranging from 26 percent in WIN to 100 percent in New Careers, which was especially oriented to the Spanish community. There were larger white enrollments in some Federal manpower programs than were usually found in some of the other cities with WIN 38 percent white, MDTA, 22 percent, and NYC II, 17 percent being the programs with largest white enrollments.

The prevalence of men in CEP and NYC II was unusual for these agencies. WIN, for FY 1971, was 60 percent female to 40 percent male, but at the time Los Angeles was surveyed (February, 1972) WIN male enrollments had increased to 73 percent as a result of recent legislation compelling men on welfare to accept jobs or take training. Job Corps (entirely female) and the Community College District were the only institutions or agencies which registered more women than men.

Staff members of individual agencies supplied additional personal details regarding their trainees. A number of NYC II students, males and females, had juvenile records, had dropped out of school by the 10th grade, and read at the third or fourth grade level. The Watts NYC II project accepted enrollees up to age 26. WIN enrollees were generally older than MDTA enrollees. Job Corps for Women also reported that many of their trainees had court records, ranged in age from 16 years to 21, and 25 to 30 percent had children. They were described as "bottom of the barrel," girls with little motivation, no home life, who turned to Job Corps because they had no place to go. The majority of New Careers enrollees were over 25 years of age, frequently had children, many had arrest records were reluctant to speak English, but the group was regarded as well motivated. About one-fourth of New Career enrollees were veterans.

III. Overlap, Duplications and Gaps

Table 4 at the end of this Section, which summarizes all publicly-funded occupational offerings available in Los Angeles during FY 1971, indicates that 105,899 persons were involved in 173 different skill training programs. As can be seen in Table 7 (Appendix) 64 of these programs enrolling 74,450 persons, or 70 percent of the total occupational enrollment, were offered by more than one institution or agency. All but one of these 64 programs were offered by postseconday institutions.

The overlaps break down as follows: 59 of the 78 secondary course offerings enrolling 76 percent of the total occupational enrollment; 63 of the 141 postsecondary offerings (omitting work experience) enrolling 45 percent; and 21 of the 32 offerings provided by Federal manpower programs (omitting the unspecified courses listed as occupational training) enrolling 66 percent of the total. Fifteen of the 64 programs were available at all three levels. Five other Federal manpower training programs were offered by postsecondary institutions, and one by the high schools. The overlapped offerings were heavily concentrated in two areas--trade and industry and office skills. The former registered 41,944 students or 40 percent of the total in occupational training; the latter 22,389 or 21.4 percent. There were eight programs which fell into the duplicated category by reason of a small number of trainees from one level being added to a large number of enrollees reported by another. These eight were: charter boat licensed operator, computer operator and programmer, health occupations, hospital admitting, locksmith, mail and postal clerk, operating room technician, and medical office assistant.

Not shown in either Table 4 or 7 is the duplication of offerings between the regular high school vocational programs and the ROP secondary program. Using Table 2 to compute this overlap, we find that of 107 vocational offerings available at the high schools and the ROP, 27 were offered at both institutions with a significant number of students enrolled: 26,243 or 62.5 percent of high school registrants; 1,586 or 57 percent of ROP students.

Programs Compared with the Local Labor Market

A cursory look at the surplus and shortage occupations in the Los Angeles area (as identified by the State Department of Human Resources) along with the number of persons being trained in each of these occupations (Tables B-1 and B-2) suggests that skill training programs in the city are not closely related to local labor market needs. As can be seen in Table B-2, less than 12 percent of the total occupational enrollment was being trained in shortage occupations and more than 50 percent were preparing for office jobs.

Eight of the 12 shortage occupations were in the health area. Yet health enrollments constituted only 1.6 percent of the secondary enrollments, eight percent of the postsecondary, and eight percent of the Federal manpower training program enrollments. Training in five of the shortage occupations was available at more than one level.

Sixteen of 28 surplus occupations were offered at more than one level accounting for 86 percent of the enrollment in these areas. Overall, approximately 32 percent of the trainees in institutional programs in Los Angeles were being prepared for surplus jobs. Office positions and trade and industry occupations made up the bulk of these enrollments.

Table B-1

NUMBER AND PERCENT OF STUDENTS ENROLLED IN TRAINING FOR OCCUPATIONS FOR WHICH THERE IS A SURPLUS OF WORKERS

Skill Training Programs	Number of Students Enrolled	Percent of Total Number of Students Enrolled in All Skill Training Programs
General Merchandising	746	.7%
Mid-Management	120	0.1
Retail Cashiering	189	0.2
Dental Assistants	130	0.1
Electronics Technology	1,165	1.1
Community Service Aide	547	0.5
Commerical Art	1,853	1.7
Drafting	8,916	8.0
Bookkeeping	1,995	1.8
Clerk/typist	3,305	3.0
Typing and Related Occupations	5,266	4.8
Information Communications	871	0.8
Supervisory and Administrative Management	2,682	2.4
Office Procedures	167	0.2
General Office Clerks	2,738	2.5
Cook/Chef	260	0.2
Construction and Maintenance	288	0.3
Electronics Occupations	4,563	4.1
Machine Shop	1,621	1.5
Machine Tool Operation	211	0.2
Automotive Services	10	---
Heavy Duty Truck Driving	558	0.5
Welding and Cutting	1,046	1.0
Tool and Die	168	0.2
Sheet Metal	877	0.8
Aircraft Maintenance	585	0.5
Airframe	27	---
Dressmaking	135	0.1
Total	39,435	35.8

Table B-2

NUMBER AND PERCENT OF STUDENTS ENROLLED IN TRAINING FOR OCCUPATIONS FOR WHICH THERE IS A SHORTAGE OF WORKERS

Skill Training Programs	Number of Students Enrolled	Percent of Total Number of Students Enrolled in All Skill Training Programs
Dental Hygiene	50	0.04%
Dieticians	194	0.2
Medical Technology	20	---
Licensed Practical Nursing	1,294	1.2
Registered Nursing	1,393	1.4
Occupational Therapy	82	0.1
Radiolcgical Technology	129	0.1
Secretarial	2,152	1.9
Stenography	5,565	5.0
Police Science	1,178	1.1
Diesel Engine Mechanics	64	0.1
Paramedical cluster	217	0.2
Total	12.338	11.2

Programs Compared with Population Groups

Table C shows the number of residents from Los Angeles, by target group, who received skill training.

Using unpublished 1970 Census data, it is possible to estimate the Spanish surname population. If the Spanish population is separated from the white population, the white youth (16 to 18 years of age) population drops to 76,356, with an occupational enrollment rate of 27.8 percent. The Spanish surname youth population is estimated at 28,249, with an occupational enrollment rate of 37.5 percent. The adult white population becomes 579,845, with an enrollment rate of 4.6 percent. The adult Spanish surname population is estimated at 203,067 with an enrollment rate of 4.4 percent.

It appears that the population least affected by the Federal manpower training programs was the white poor. The low percentage of individuals served for all target groups suggests a low level of resources relative to the need for occupational training.

The participation rate for women relative to men, in Los Angeles Federal manpower programs tended to be lower than that in other cities surveyed. This followed from a generally observed relationship between unemployment rate and the participation rate for women. Most Federal manpower program administrators placed a recruiting priority on male heads of

COMPARISON OF POPULATION GROUPS IN CITY WITH NUMBERS OF THESE GROUPS IN SKILL TRAINING

LOS ANGELES

Population Group Age	 Race/Sex	Total Number in City	Number of Students Enrolled in Skill Training Programs	Percent Enrolled
16 to 18	Total	137,509	42,026	30.6%
	White	104,605	18,632	17.8
	Black	26,268	10,963	41.7
	Male	68,491	26,185	38.2
	Female	69,018	15,841	22.9
19-44	Total	1,029,680	58,907	5.7
	White	782,912	31,963	4.1
	Black	184,039	11,209	6.1
	Male	506,571	33,230	6.6
	Female	523,109	25,677	4.9

Note: In each age group the total of Blacks and whites may be somewhat less than the grand total. This difference represents the number of persons of other races, i.e. American Indian, Oriental, residing in the city. Totals of whites include persons of Spanish surname.

household. In cities with low unemployment rates, i.e., Charlotte, Jacksonville, Washington, D.C., males are generally able to find menial jobs to provide sufficient "bread" money. Program administrators usually find a plethora of female applicants, but must search the pool halls and street corners for men. In cities with high unemployment, i.e., Sacramento, Los Angeles, Kansas City, Detroit, employment for men becomes much more difficult. As the unemployed men find their way into the manpower programs, given the limited slots of the programs, the women are forced out.

IV. Management, Administration and Coordination

With a Standard Metropolitan Statistical Area (SMSA) that includes 77 municipalities and 600 governmental jurisdictions, Los Angeles' sheer size is a major roadblock in the path of comprehensive manpower planning. The massive size of a school system with more than 137,000 high school students, a community college system with more than 61,000 day students alone, over 103,000 if evening students are included, and a WIN program with more than 11,000 enrollees, all contribute to a tendency to operate in "one's own kingdom." In the smaller cities of the 20 surveyed, i.e. Allentown, Charlotte, Rochester, program administrators knew each other personally, and had a rough idea of the occupational training available. In Los Angeles, many program administrators appeared unaware of the existence of other programs.

Through the office of the Mayor, the Manpower Area Planning Council (MAPC) and its technical assistance unit have received a grant to outline duplication and gaps in the manpower area. The technical unit stresses the lack of "clout" of the CAMPS (or MAPC) mechanism. The plan itself tends to be a collection of last year's proposals. Given the vertical funding nature of the Federal categorical programs, it is quite logical that the CAMPS "plan" becomes an information piece rather than a planning document. Community groups are often able to secure "national contracts" through their congressmen, thereby bypassing the CAMPS mechanism.

Members of the technical assistance unit of the MAPC felt that there was general discrimination against poor whites in the poverty programs. Unrepresented in the community action agency, living in pockets rather than in concentrated areas, it was claimed that the white poor look at the manpower programs as Black and Brown programs. It was generally felt that the community action agency showed favoritism to certain Black subcontracting agencies, despite evaluations indicating poor performance on their behalf.

V. Summary

In conclusion ,vocational education is Los Angeles seemed to leave considerable room for improvement in a number of areas, the most significant being closer relationships to local labor market needs. The most effective programs appeared to be at the secondary level where students could receive training not only at their regular high schools but through the ROP. The ROP provided flexibility in scheduling and enabled students to train in a number of areas which could not be easily taught in an ordinary high school setting.

At the postsecondary level, neither the Regional Occupational Centers nor the Community Colleges were operating at full capacity. The ROCS did enroll a more disadvantaged population whereas there was a large four-year feeder college population in the colleges. With the exception of Los Angeles Trade and Technical College, all of the other colleges surveyed reported difficulty in attracting students into career programs and maintaining the interest of the students who did enroll. This was particularly the case with students from minority groups. In general, the colleges tended to function as four-year feeder institutions, while the ROC centers, exclusively career oriented, tended to enroll a more disadvantaged population.

The Federal manpower training programs operating in the city had a number of problems. The most frequently mentioned was the fact that the programs were so large and the administrative hierarchies so involved (e.g. one of the NYC II programs was operated by six subcontracting agencies), that policy makers were remote from the needs of participants. Policy makers were frequently unaware of resources in the community and often did not know what other programs were operating in the community. Further complicating the matter, was the absence of any contractual obligations for linkages between programs. According to MAPC administrators, Federal manpower training programs were spending too much time and money on supportive services and not enough on "hustling" jobs.

While there were five skill centers in operation, these were criticized for training persons for obsolete jobs and using outdated methods and techniques of instruction.

Although 70 percent of the occupational programs in the city were offered by more than one agency, this did not seem to be a matter of serious concern given the sheer size of the city, both in terms of population and geographic area. What did seem to be a matter of concern, however, was the large percentage of training being concentrated in surplus areas and the small percentage in shortage areas. Clearly labor market data was not being utilized in program planning.

Regarding various population groups, there seemed to be a general concensus among Federal manpower administrators in Los Angeles that programs in the city were Black oriented. Poor whites between 19 and 44 years of age were underserved relative to their concentration in the population and Spanish surname persons claimed that they were the last to know about programs. Finally, women in the city appeared to be somewhat underserved.

Table 1

Los Angeles

TOTAL NUMBER OF STUDENTS ENROLLED AND TOTAL NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL TRAINING IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS

INSTITUTION/AGENCY	TOTAL ENROLLED	NUMBER ENROLLED FROM CITY	NUMBER IN OCCUPATIONAL TRAINING	NUMBER FROM CITY IN OCCUPATIONAL TRAINING
Los Angeles Unified District	137,739	123,965	41,987	37,788
Regional Occupation Centers (Secondary)	2,773	2,634	2,773	2,634
Regional Occupation Centers (Postsecondary and Adult)	17,742	16,855	17,742	16,855
Los Angeles Community College District (Day) (8 Colleges)	49,020	29,955 (1)	31,974	19,470 (1)
Santa Monica Community College	12,500	9,125	2,968	2,166
Manpower Development and Training Act	4,406	3,304	4,406	3,304
Concentrated Employment Program	2,555	2,555	1,466	1,466
Work Incentive Program	11,819	7,919	4,576	3,066
Neighborhood Youth Corps II (Economic and Youth Opportunities Agency)	1,921	1,479	1,921	1,479
Neighborhood Youth Corps II (Watts)	165	165	0	0
Job Corps for Women	926	270	430	125
New Careers (Mexican-American Opportunity Foundation)	232	76	232	76
Manpower Development and Training Act - On-The-Job Training (2)	1,000	600	1,000	600
Jobs Optional Program	535	321	535	321
National Alliance of Businessmen-Job Opportunities in the Business Sector	2,459	2,459	2,459	2,459
Urban League-On-The-Job Training	643	611	643	611

(1) According to the District Coordinator for Occupational Education of the Los Angeles Community College District, it was impossible to report the percentage of students who were residents of Los Angeles City. These figures are rough estimates.

(2) Figures for the MDTA-OJT Program were obtained from the Los Angeles Comprehensive Manpower Plan, Fiscal Year 1971. No interview was conducted.

Table 1
(Continued)

Los Angeles

INSTITUTION/AGENCY	TOTAL ENROLLED	NUMBER ENROLLED FROM CITY	NUMBER IN OCCUPATIONAL TRAINING	NUMBER FROM CITY IN OCCUPATIONAL TRAINING
Los Angeles Unified School District - Adult	87,656	78,890	25,990	23,391
Los Angeles Community College District - Adult	42,194	29,638 (5)	39,323	26,563 (3)

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(3) According to the District Coordinator for Occupational Education of the Los Angeles Community College District, it was impossible to report the percentage of students who were residents of Los Angeles City. These figures are rough estimates.

Table 2

Los Angeles

OCCUPATIONAL OFFERINGS IN PUBLIC INSTITUTIONS
BY TYPE AND ENROLLMENT

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Los Angeles Unified School District - High School	
Animal Laboratory Technician	42
Automobile Body and Fender Repair	245
Automobile Upholstery	5
Office Machine Repair	2
Machine Shop	1,023
Sheet Metal	716
Welding	9
Stenography	2,637
Typing	4,419
Agriculture Production	379
Ornamental Horticulture	852
Radio-Telephone Operator	49
Warehouse & Forklift Truck Operator	10
General Merchandising	276
Bookkeeping	790
Peripheral Equipment Operator	22
Keypunch Operator	104
Childhood Education Aide	341
Commercial Sewing	257
Dietary Aide	54
Food Services	98
Housekeeper Aide	11
Cosmetology	471
Upholstery	453
Woodworking	5,073
Automobile Painting	2
Automobile Technician/Mechanic	161
Foreign Car Repair	10
Air Conditioning/Refrigeration	8
Appliance Repair	20
Automobile Mechanics	5,463
Commercial Art	1
Locksmith	3
Furniture Making	44
Concrete Carpentry and Construction	29
Photography	96
Drafting	6,994
Electronics	3,171
Radio and Television Service	37
Graphic Arts	4,006
Bookbinding	100
Metal Trades	2,717
Plastics	248
Small Engine Repair	18
Power Sewing	15
Licensed Practical Nurse	506
TOTAL	41,987

Table 2
(Continued)

Los Angeles

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Los Angeles City Unified School District - Adult	
Air Testing and Balancing	15
Heating and Ventilation	16
Air Conditioning/Refrigeration	311
Steam Plant Operator	119
Appliance Repair	33
Automobile Body and Fender Repair	356
Automobile Transmission	120
Automobile Electricity	25
Automobile Upholstery	25
Brakes and Front End	69
Blue Print Reading	85
Office Machine Repair	203
Acoustical Tile	33
Construction Equipment Operator	212
Heavy Equipment Operator	41
Motor Sweeper Operator	27
Bricklaying	167
Wallpaper Hanging	83
Plumbing	24
Drywall Installation	149
Roofing	53
Concrete Masonry	437
Floor Covering	84
Motion Picture Property Craftsmen	20
Process Instrumentation	60
Clock Repair	59
Machine Shop	334
Sheet Metal	335
Welding Arc	76
Welding Sculpture	21
Welding	787
Tool and Die	124
Die Sinking	24
Precision Inspection	19
Plastic Technology	150
Barbering	17
Meat Cutting	211
Water Distributing Systems Practices	59
Upholstery	220
Cabinetmaking and Millwork	106
Commercial Pool Service	107
Surveying	269
Advanced Road Surveying	18
Electrical Technology	22
Mechanical Technology	130
Automobile Air Conditioning	54
Stenographer, Secretary	1,850
Management	417
Typing and Related Occupations	5,262

Table 2
(Continued)

Los Angeles

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Los Angeles City Unified School District - Adult (Cont'd)	
Landscaping	73
Nurseryman	50
General Merchandising	445
Real Estate	330
Bookkeepers	1,836
Peripheral Equipment Operator	575
Keypunch Operator	85
Dental Assistant	20
Licensed Vocational Nurse	43
Licensed Vocational Nurse Refresher	15
Practical Nurse	597
Operating Room Technician	82
Home Health Aide	40
Physical Therapy Aide	17
X-Ray Technician	57
Inhalation Therapist	15
Ward Clerk	57
Registered Nurse Refresher	75
Commercial Sewing	368
Dietary Aide	49
Food Services	132
Cosmetology	104
Automobile Painting	25
Automobile Mechanics	1,063
Automobile Tune-up	587
Foreign Car Repair	45
Front End Alignment	91
Commercial Art	30
Publication Art	22
Sign Painting	36
Technical Illustration	13
Technical Writing	15
Photography	848
Photography Equipment Repair	34
Contractor License Preparation	128
Building Construction Estimating	80
Locksmith	68
Property Maintenance	42
Carpentry	478
Iron Working	288
Pressure Vessel Code	31
Diesel Engine Repair	108
Drafting	560
Cadastral Mapping	33
Electro-Mechanical Drafting	22
Petro-Chemical Pipe Drafting	51

Table 2
(Continued)

Los Angeles

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Los Angeles City Unified School District - Adult (Cont'd)	
Tool Design	20
Electrical Estimating	18
Basic Electricity	81
Electrical Wiring and Code	96
Electric Power Generation and Distribution	25
Traffic Signal Circuitry	34
Basic Electronics	260
Electronic Assembly	128
Electronic Wiring	153
Transistors	17
F.C.C. Radio	27
Electronic Equipment Repair	30
Radio and Television Service	972
Industrial Supervision	53
Upholstery Plant Management	25
Printing	288
Fingerprint Classifier	26
Municipal Building Maintenance	303
Communication for Municipal Employees	142
Office Procedure for Municipal Employees	79
Technical Refresher for Municipal Employees	12
TOTAL	25,990
Los Angeles Unified School District Regional Occupational Centers - High School	
Office Machine Repair	71
Graphic Arts	67
Charter Boat Licensed Operator	3
Tool and Die	54
Machine Shop	15
Sheet Metal	43
Welding	48
Cosmetology	238
Food and Restaurant Service	30
Small Engine Repair	24
Apparel Design and Patternmaking	30
Upholstery	10
Plastic Occupations	38
Carpentry	49
Construction Equipment Operator	10
Brick Masonry	5
Automobile Technician/Mechanic	244
Automobile Parts Counterman	10
Aeronautics Airplane and Engine Machine	40
Commercial Art	40
Automobile Body and Fender	38

Table 2
(Continued)

Los Angeles

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Los Angeles Unified School District Regional Occupational Centers - High School (Cont'd)	
Hospital Services, Handicapped	10
Air Conditioning/Refrigeration	12
Plant Operations	1
Appliance Repair	32
Automobile Upholstery	41
Furniture Making and Refinishing	9
Locksmith	5
Typing and Related Occupations	130
Clerk Typist	149
Electronic Services	49
Radio and Television	56
Electrical Products Technician	11
Floor Covering	29
Custodial Engineering	19
Operating Room Technician	2
Medical Office Assistant	7
Health Occupation Education	3
Medical Diet Aide	20
Child Care	10
Bookkeeper	62
Keypunch Operator	92
Computer Operator Program	5
Ward Clerk	20
Office Procedures	74
Medical Secretary	42
Telephone Operator	49
Mail and Postal Clerk	10
Hospital Admitting	5
Secretarial	103
Stenographer	60
Law Enforcement	182
Drafting	108
Piping Design	18
Retail Cashiering	43
Sales and Management	18
Licensed Practical Nurse	4
Floristry	28
Landscape Gardening	32
Forests and Natural Resources Occupations	58
Health Services	58
TOTAL	2,773

Table 2
(continued)

Los Angeles

Los Angeles Regional Occupational Centers - Postsecondary and Adult

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Office Machine Repair	178
Paint Technology	78
Printing/Graphic Arts	366
Charter Boat Licensed Operator	45
Machine Shop	92
Sheet Metal	61
Air Testing and Balancing	14
Tool and Die	114
Cosmetology	167
Food and Restaurant Service	95
Textile Production and Fabrication	46
Apparel Design and Patternmaking	105
Welding	503
Plastic Occupations	133
Carpentry	316
Nurse's Aide	385
Construction Equipment Operator	104
Acoustical Tile	51
Masonry	28
Airframe	27
Power Plant	38
Commercial Art	156
Automobile Body and Fender	172
Automotive Technician/Mechanic	1,422
Refrigeration/Air Conditioning	145
Heating, Ventilation and Refrigeration	178
Steam Plant Operations	159
Appliance Repair	39
Automobile Upholstery	30
Locksmith	78
Clerk Typist	3,156
Typing I, II, III, IV	717
Magnetic Tape/Selectric Typewriter	30
Engineering Technology	18
Process Instrumentation	56
Electronic Services	247
Radio and Television	152
Electrical Products Technician	15
Fireplace Construction	24
Drywall	178
Floor Covering	73
Diesel Engine Repair	64
Operating Room Technician	40
Licensed Practical Nurse	371
Medical Office Assistant	155
Health Occupation Education	214

Table 2
(Continued)

Los Angeles

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Los Angeles Regional Occupational Centers - Postsecondary and Adult (Cont'd)	
Medical Diet Aide	120
Child Care	155
Bookkeeper	1,081
Keypunch	255
Computer Operator and Programmer	290
Ward Clerk	140
Business Machines	239
Office Procedures	93
Medical Secretary	281
Mail and Postal Clerk	102
Hospital Admitting	120
Secretarial	1,452
Stenographer	241
Public Service Occupations	50
Drafting	282
Retail Cashiering	143
Grocery Checking	125
Sales and Management	475
School Bus Driver	52
Dental Assistant	31
Meat Cutting	78
Landscape Gardening	135
Apparel Accessories	33
Upholstery	118
Clerical	549
Electrical Power	50
Filing/Office Machines	76
Commercial Photography	95
Retail Merchandising	46
TOTAL	17,742
Los Angeles Community College District - Postsecondary	
Agriculture	24
Animal Husbandry	225
Dairy Husbandry	13
Fruit Crops	13
Agriculture Business	14
Agriculture Engineering	23
Floristry Horticulture	67
Ornamental Horticulture	128
Natural Resources Management	104
Advertising Services	23
Finance and Credit	67
General Merchandising	344
Home Furnishings	14

Table 2
(Continued)

Los Angeles

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Los Angeles Community College District - Postsecondary (Cont'd)	
Real Estate	111
Recreation and Tourism	61
Transportation	108
Dental Assistant	99
Dental Hygiene	50
Dental Laboratory Technician	115
Nursing	1,301
Nursing Vocational	318
Nurse's Aide	65
Operating Room Technician	48
Occupational Therapy	82
Prosthetics	12
Radiologic Technician	119
Psychiatric Aide	120
Nuclear Medical Technician	20
Medical Records Science	22
Home Economics	352
Clothing and Textiles	12
Consumer Education	8
Family Health	8
Family Relations	6
Housing and Home Furnishings	6
Care and Guidance of Children	545
Accounting	2,214
Bookkeepers	62
Business Data Processing	2,097
Programming	242
Filing and Office Machines	1,068
General Office Clerical	180
Information Communication Occupations	871
PBX	66
Journalism	921
Stenography, Secretarial and Related	2,627
Secretaries	597
Supervisory, Administrative Management	2,682
Public Relations	12
Engineering Related Technician	662
Architectural Technology	18
Chemical Technology	75
Civil Technology	56
Electronic Technology	1,165
Electrical Motor Repair	125
Instrument Technology	8
Machine Engineering (Mechanic)	175
Urban Planning	80
Law Enforcement	469
Air Conditioning	292
Automobile Body and Fender	104
Automobile Service Technician	924

Table 2
(Continued)

Los Angeles

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Los Angeles Community College District - Postsecondary (Cont'd)	
Aircraft Maintenance	585
Commercial Art	1,656
Commercial Photography	466
Construction and Maintenance	48
Carpentry	112
Plastering	27
Electricity	477
Diesel Electricity	70
Drafting	1,333
Radio and Television	158
Electronics Occupation	1,090
Graphic Arts	592
Work Experience Vocational	121
Machine Shop	308
Machine Tools	211
Sheet Metal	57
Welding	283
Metallurgy	55
Cosmetology	209
Plastics	91
Social Services	47
Culinary Arts	260
Food and Restaurant	210
Millwork	156
Building Maintenance	262
Textile Fabrication	590
Commercial Music	91
TOTAL	31,974
Los Angeles Community College District - Adult	
Agriculture	55
Animal Husbandry	125
Dairy Husbandry	3
Agricultural Engineering	17
Floristry Horticulture	58
Ornamental Horticulture	88
Natural Resources Management	51
Advertising Services	78
Finance and Credit	211
General Merchandising	415
Home Furnishings	6
Insurance	35
Real Estate	1,395
Recreation and Tourism	393
Transportation	306
Retail Trade, Other	20
Dental Assistant	33
Dental Laboratory Technician	58

Table 2
(Continued)

Los Angeles

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Los Angeles Community College District - Adult (Cont'd)	
Nursing	15
Nursing Vocational	174
Occupational Therapy	40
Prosthetics	23
Radiologic Technician	51
Psychiatric Aide	21
Nuclear Medical Technician	20
Medical Records Science	99
Home Economics	282
Clothing and Textiles	12
Family Health	2
Foods and Nutrition	11
Care and Guidance of Children	540
Food Management Production	5
Accounting	2,828
Bookkeeping	12
Business Data Processing	3,434
Programing	240
Filing and Office Machine	376
General Office Clerical	170
Information Communication Occupations	918
PBX	70
Journalism	262
Quality Control	55
Stenography	4,094
Secretarial	273
Stenography, Secretarial, Other	89
Supervisory, Administrative, Management	1,775
Office Management	18
Supervisory, Management, Other	1,656
Clerk Typists	31
Public Relations	21
Engineer and Related Technicians	562
Architectural Technology	130
Chemical Technology	102
Civil Technology	104
Electronic Technology	957
Electrical Motor Repair	26
Instrument Technology	10
Machine Engine (Mechanic)	109
Urban Planning	46
Engineering, Related Technology, Other	60
Police Community Relations	500
Police Science	1,266
Air Conditioning	189
Automotive Service Technician	123
Automobile Body and Fender	94
Mechanics	524
Aviation Occupations	23
Aircraft Maintenance	678

Table 2
(Continued)

Los Angeles

Los Angeles Community College District - Adult (Cont'd)

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Aviation Occupations, Others	126
Commercial Art Occupation	709
Product Design	23
Commercial Photography	312
Photographic, Still	35
Cinematography	37
Carpentry	148
Electricity	875
Masonry	118
Painting and Decorating	304
Plumbing and Pipefitting	898
Glazing	58
Construction Management and Other	540
Drafting	680
Personal Services	6
Supervision Management	606
Graphic Arts	313
Linotype	105
Bindery	44
Numerical Control	469
Machine Tools Technology	59
Metal Trades	46
Sheet Metal	52
Welding	476
Personal Service Cosmetology	192
Fire Science	345
Police Science	249
Professional Baking	74
Restaurant Management	112
Refrigeration	733
Custodial Service	98
Tailoring	142
Textiles and Fabrics	592
Building and Grounds Management	272
Automotive Service, Other	570
Medical Records Science	99
Psychiatric Aide	21
Journalism	44
Commercial Music	60
Secretarial, Medical	39
Secretarial, Legal	50
Paint Technician	30
Architectural Drafting	72
Engineering Drawing	90
Electrical Occupations	876
Electronics Occupations	964
Communications	60
Industrial Electronics	26
TOTAL	39,323

Table 2
(Continued)

Los Angeles

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Santa Monica Community College (Los Angeles)	
Automobile Mechanic	85
Photography	164
Plumbing	60
Drafting, Architectural	133
Drafting, Mechanic	66
Electricity	404
Foremanship	39
Printing	50
Machine Shop	88
Jig and Fixture	51
Welding	68
Patternmaking	26
Cosmetology	44
Meat Cutter	30
Power Sewing	33
Mid-Management	120
Retail Trade	80
Advertising	75
Finance and Credit	60
Real Estate	180
Insurance	30
Registered Nurse	92
Licensed Vocational Nurse	43
Nurse's Aide	45
Radiological Technician	10
Inhalation Therapy	15
Early Childhood Education	184
Construction Technician	96
Electro-Mechanical Technology	71
Mechanical Technology	50
Fire Science	73
Police Science	349
Automobile Body Repair	54
TOTAL	2,968

Table 3

Los Angeles

OCCUPATIONAL OFFERINGS IN FEDERAL MANPOWER OR EDUCATIONAL PROGRAMS: BY TYPE, ENROLLMENT, AND AGENCY PROVIDING TRAINING

Manpower Development and Training Act

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED	AGENCY PROVIDING TRAINING
Landscape Installation	41	Skill Centers
Nursery Worker	20	Skill Centers
Veterinary Hospital Attendant	70	Skill Centers
Food Service	240	Skill Centers
Paramedical	503	Skill Centers
Multi-Clerical	915	Skill Centers
Automobile Body and Fender	315	Skill Centers
Automotive Services	380	Skill Centers
Automobile and Truck Repair	219	Skill Centers
Heavy Duty Truck Driving	558	Skill Centers
Metal Machining	95	Skill Centers
Multi-Industrial Fabrication	514	Skill Centers
Packaging Machine Adjustor	39	Skill Centers
Welding	135	Skill Centers
Individual Referrrals	362	Various Public and Private Agencies
TOTAL	4,406	

Concentrated Employment Program

Transportation Workers	239	Community Service Organization
Clerical	232	Skills Training Employment Program, Los Angeles County Schools, University of California, Los Angeles
Community Service Aide	374	State of California, Dept. of Corrections, County of Los Angeles, City of Los Angeles
Construction and Maintenance	240	United Community Efforts, Inc. County of Los Angeles
Electricians	203	City of Los Angeles
Guards and Watchmen	178	Watts Labor Community Action Committee
TOTAL	1,466	

Work Incentive Program

Landscape Gardener
Food Checker
Dental Assistant
Dental Laboratory Technician
Inhalation Therapist
Licensed Vocational Nurse

Table 3
(Continued)

Los Angeles

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED	AGENCY PROVIDING TRAINING
Work Incentive Program (cont'd)		
Medical Insurance Technician		
Medical Office Assistant		
Medical Transcriber		
Accounting Clerks		
Accountants (Junior)		
Bookkeeper		
Clerical, General		
Clerk Typists		
Secretaries		
Stenographers		
Transcribing Machine Operators		
Social Work Aide		
Air Conditioning/Refrigeration		
Automobile Body and Fender		
Automobile Mechanic		
Brake and Front End Repair		
Cosmetology		
Diesel Mechanic		
Foreign Car Mechanic		
Heavy Duty Truck Driver		
Household Appliance Repair		
Motorcycle Repair		
Machinist		
Office Machine Repair		
Offset Press		
Radio and Television Repair		
Welding		
Upholstery		
TOTAL	4,576(1)	(2)
Neighborhood Youth Corps II (Economic and Youth Opportunities Agency)		
Health Occupations	109	
Clerical	682	
Library Aide	42	
Education Aide	399	
Recreation Aide	25	
Craftsmen	274	

(1) Number of persons enrolled in each occupational area was not available, according to Work Incentive Program Manager for Los Angeles.

(2) The particular agency or agencies providing training in each of the various occupational areas was also unavailable. Generally, training agencies included the Los Angeles City Schools, community colleges and private schools.

Table 3
(Continued)

Los Angeles

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED	AGENCY PROVIDING TRAINING
Neighborhood Youth Corps II (Economic and Youth Opportunities Agency) (cont'd)		
Custodians	30	
Maintenance Workers	90	
Other	270	
TOTAL	1,921	(3)
Job Corps Center for Women		
Floral Designer	1	Job Corps and Public Schools
Food Service	8	Job Corps and Public Schools
Licensed Practical Nurse	52	Job Corps and Public Schools
Nurse's Aide	114	Job Corps and L.A. City Schools
Health Occupations, Other	24	Job Corps and Public Schools
Clerical	180	Job Corps and Public Schools
Academic and Paraprofessionals	20	Los Angeles City College
Cosmetology	25	Job Corps and Private Schools
Electronics Assemblers	6	Private Schools
TOTAL	430	
New Careers (Mexican American Opportunity Foundation)		
Medical Aide	7	Inter-Community Hospital
Mental Health Worker	9	Community Service Organization
Nurse's Aide	5	Inter-Community Hospital
Child Care Aide	15	Child Care & Development Service
Library Clerk	3	Bruggemeyer Memorial Library
Community Service Aide	173	Various Government and Community Agencies
Editorial Aide	2	Urban Affairs Institute
Teacher Aide	18	Public Schools
TOTAL	232	

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(3) EYOA is actually an umbrella organization which funnels trainees into other agencies which do all the training. These agencies are as follows: Los Angeles County, Los Angeles City, United Way, United Community Effort, Skills Training and Employment Project, and the State of California.

Table 4

Los Angeles

SUMMARY OF OCCUPATIONAL OFFERINGS AND NUMBER OF STUDENTS SERVED BY SECONDARY, POSTSECONDARY, AND DEPARTMENT OF LABOR PROGRAMS

OCCUPATIONAL OFFERINGS	TOTAL	HIGH SCHOOL	POSTSECONDARY	DEPARTMENT OF LABOR
nimal Husbandry	225		225	
griculture	403	379	24	
griculture Business	14		14	
nimal Lab Technician	42	42		
griculture Engineering	23		23	
airy Husbandry	13		13	
orestry and Natural Resources	162	58	104	
andscape Gardening	208	32	135	41
rnamental Horticulture	980	852	128	
ruit Crops	13		13	
eterinary Hospital Attendant	70			70
dvertising	98		98	
pparel and Accessories	33		33	
utomobile Parts Counterman	10	10		
rocery Checking	125		125	
inance and Credit	127		127	
etail Merchandising	746	276	470	
ales and Management	493	18	475	
chool Bus Driver	52		52	
eal Estate	291		291	
ecreation and Tourism	86		61	25
arehouse and Forklift Operator	10	10		
ransportation	347		108	239
nsurance	30		30	
ental Health Worker	9			9
ental Assistant	130		130	
ealth Occupations/Education	217	3	214	
ospital Admitting	125	5	120	
icensed Practical Nurse	1,294	510	732	52
edical Diet Aide	194	74	120	
edical Office Assistant	162	7	155	
edical Secretary	323	42	281	
urse's Aide	614		495	119
perating Room Technician	90	2	88	
ard Clerk	140		140	
ospital Services, Handicapped	10	10		
ealth Services	701	58		643
ental Hygiene	50		50	
ental Lab Technician	115		115	
egistered Nurse	1,393		1,393	
ccupational Therapy	82		82	
rosthetics	12		12	
adiologic Technician	129		129	
sychiatric Aide	120		120	
edical Technician	20		20	

Table 4
(continued)

Los Angeles

OCCUPATIONAL OFFERINGS	TOTAL	HIGH SCHOOL	POSTSECONDARY	DEPARTMENT OF LABOR
Medical Records	22		22	
Inhalation Therapy	15		15	
Care and Guidance of Children	725	10	700	15
Childhood Education Aide	924	341	184	399
Clothing and Textiles	12		12	
Consumer Education	8		8	
Family Health	8		8	
Family Relations	6		6	
Housekeeper Aide	11	11		
Home Economics	372		372	
Community Service Aide	547			547
Editorial Aide	2			2
Teacher Aide	18			18
Bookkeeper	1,995	852	1,143	
Business Machines	239		239	
Clerical	2,738		729	2,009
Clerk Typist	3,305	149	3,156	
Computer Operator and Programmer	537	5	532	
Filing/Office Machines	1,144		1,144	
Keypunch	451	196	255	
Magnetic Tape/Selectric Typewriter	30		30	
Mail and Postal Clerk	112	10	102	
Office Procedures	167	74	93	
Retail Cashiering	189	43	143	
Radio and Telephone Operator	49	49		
Secretarial	2,152	103	2,049	
Stenographer	5,565	2,697	2,868	
Typing	5,266	4,549	717	
Record Clerk	20	20		
Telephone Operator	115	49	66	
Accounting	2,214		2,214	
Data Processing	2,097		2,097	
Information Communication	871		871	
Journalism	921		921	
Public Relations	12		12	
Supervisory Administrative Mgt	2,682		2,682	
Middle Management	120		120	
Paint Technology	78		78	
Library Aide	45			45
Paraprofessionals (not specified)	20			20
Fire Science	73		73	
Electronic Technology	1,165		1,165	
Civil Technology	56		56	
Architecture	18		18	
Chemical Technology	75		75	
Charter Boat License	48	3	45	
Engineering Technology	680		680	

Table 4
(continued)

Los Angeles

OCCUPATIONAL OFFERINGS	TOTAL	HIGH SCHOOL	POSTSECONDARY	DEPARTMENT OF LABOR
Instrumentation Technology	64		64	
Police Science	1,178	182	818	178
Construction Technician	96		96	
Electro Mechanical Technology	71		71	
Machine Engineering	175		175	
Mechanical Technology	50		50	
Urban Planning	80		80	
Acoustical Tile Installation	51		51	
Air Frame	27		27	
Air Testing and Balancing	14		14	
Apparel Design and Pattern Making	135	30	105	
Appliance Repair	91	52	39	
Automobile Body and Fender	928	283	330	315
Automobile Mechanics	8,679	5,868	2,431	380
Automobile Upholstery	76	46	30	
Aeronautics	40	40		
Automobile Painting	2	2		
Aircraft Maintenance	585		585	
Automobile and Truck Repair	219			219
Brick Masonry	33	5	28	
Bookbinding	100	100		
Building Maintanance	401	19	262	120
Carpentry	477	49	428	
Commercial Art & Illustration	1,853	41	1,812	
Commercial Music	91		91	
Commercial Photography	821	96	725	
Commercial Sewing	305	272	33	
Concrete Carpentry and Construction	29	29		
Construction Maintanance	288		48	240
Construction Equipment Operator	114	10	104	
Cosmetology	1,154	709	420	25
Culinary Arts	260		260	
Diesel Engine Repair	64		64	
Drafting	8,916	7,102	1,814	
Drywall	178		178	
Diesel Electric	70		70	
Electricity	1,157	11	946	203
Electronics	4,563	3,220	1,337	6
Electrical Motor Repair	125		125	
Fireplace Construction	24		24	
Foreign Car Repair	10	10		
Floristry	116	28	67	21
Floor Covering Installation	102	29	73	
Furniture Making and Refinishing	53	53		
Heating/Ventilation and Refrigeration	178		178	
Heavy Duty Truck Driving	558			558
Locksmith	86	8	78	

Table 4
(continued)

Los Angeles

OCCUPATIONAL OFFERINGS	TOTAL	HIGH SCHOOL	POSTSECONDARY	DEPARTMENT OF LABOR
Jig and Fixture	51		51	
Machine Shop	1,621	1,038	488	95
Meat Cutting	108		108	
Metal Trades	2,717	2,717		
Metallurgy	55		55	
Machine Tools Operation	211		211	
Millwork	156		156	
Multi Industrial Fabrication	514			514
Office Machine Repair	251	73	178	
Piping Design	18	18		
Plant Operations	1	1		
Plastics	510	286	224	
Power Plant	38		38	
Printing/Graphic Arts	5,051	4,073	978	
Public Service Occupations	50		50	
Peripheral Equipment Operator	22	22		
Plastering	27		27	
Plumbing	60		60	
Pattern Making	26		26	
Packaging Machine Adjustor	39			39
Quantity Foods	681	128	305	248
Radio and Television Repair	403	93	310	
Refrigeration/Air Conditioning	457	20	437	
Sheet Metal	877	759	118	
Steam Plant Operation	159		159	
Small Engine Repair	42	42		
Textile Production and Fabrication	636		636	
Tool and Die	168	54	114	
Upholstery	581	463	118	
Welding	1,046	57	854	135
Woodworking	5,073	5,073		
Social Service Occupations	47		47	
Foremanship	39		39	
Work Experience, Vocational	121		121	
Occupational Training -- Note(1)	906			906
TOTAL	105,899	44,760	52,684	8,455 (2)

Note: As information on training sites in Los Angeles was insufficient to determine specific numbers of Department of Labor enrollees being trained at and included in the totals of postsecondary institutions, no numbers have been put in parentheses in colum 4. Indications were that there was not much double counting.

(1) These were listed as Individual Referrals, Other, and Craftsmen, without breakdown.

(2) This figure does not include the 4,576 Work Incentive Program enrollees who were in occupational training as no breakdown by occupational area was available from Los Angeles Work Incentive Program Manager.

Table 4A

Los Angeles

DISTRIBUTION OF OCCUPATIONAL ENROLLMENTS BY LEVEL AND AREA

AREA	SECONDARY	POSTSECONDARY	DEPARTMENT OF LABOR
Agriculture	3.0%	1.3%	1.3%
Distributive Education	0.7	3.6	3.1
Health	1.6	8.4	9.7
Home Economics (Gainful)	0.8	2.5	4.9
Business and Office	19.7	42.1	30.5
Technical Education	0.4	6.7	2.9
Trade and Industry	73.8	35.2	36.9
Work Experience	--	0.2	--
Unspecified[1/]	--	0.2	--
TOTAL	100.0%	100.0%	100.0%

1/ See explanation Table 4, footnote 1

CITY Los Angeles

TABLE 5

SUMMARY OF SELECTED SERVICES AVAILABLE BY PROGRAM

AGENCY/INSTITUTION	VOCATIONAL GUIDANCE	COUNSELING	ADULT BASIC EDUCATION AND REMEDIAL EDUCATION	ENGLISH AS A SECOND LANGUAGE	LEGAL AID	CHILD DAY CARE	TRANSPORTATION	HEALTH SERVICES	JOB DEVELOPMENT AND PLACEMENT
Los Angeles Unified School District	I	I	I	I				*	*
Regional Occupation Center (Secondary)	I	I	I	I				*	*
Los Angeles Community College District	I	I	I	I	I			I	I
Santa Monica Community College	I	I	X	I	X	X		I	I
Regional Occupational Centers	I	I			X	X		X	I
MDTA - Instutitional	I	I	I	I	I	X	I	X	I
CEP	I	I	I	I	I	I		X	I
WIN	I	I	I	I	X	X	I		I
NYC II (EYOA)	I	I	I	X	X		I	X	I
NYC II (WATTS LABOR COUNCIL)		I	I					X	I
MDTA-OJT		X	*			*			I
Urban League OJT	I				X	X			I
JOP		X	X	X	X	X	X		I
NAB-JOBS	I	I	I	I	X	X	I		I
New Careers (MAOF)	I	I	I	I	X	X	X	I	I
Womans Job Corps Center	I	I	I	X	X	X	I		I

I = Provided by Program
X = Available by Referral

* Insufficient Information

Table 6

Los Angeles

PROGRAM ENROLLMENTS BY OFFERING AGENCY AND POPULATION GROUPS SERVED

INSTITUTION/AGENCY	TOTAL	BLACK	WHITE	SPANISH SURNAME	OTHER
Los Angeles Public Schools	100%	26%	45%	24%	5%
Male	62%				
Female	38%				
Regional Occupational Centers	100	17	50	26	7
Male	67				
Female	33				
Los Angeles Community College District	100	16	62	15	7
Male	47				
Female	53				
Santa Monica Community College	100	4	82	8	6
Male	72				
Female	28				
Manpower Development and Training Act - Institutional	100	41	22	35	2
Male	54				
Female	46				
Concentrated Employment Program	100	57	3	39	1
Male	67				
Female	33				
Work Incentive Program	100	31	38	26	5
Male	40				
Female	60				
Neighborhood Youth Corps - II (Economic and Youth Opportunities Agency)	100	42	17	39	2
Male	67				
Female	33				
Neighborhood Youth Corps - II (Watts)	100	88	1	10	1
Male	67				
Female	33				
Job Corps	100	56	8	34	2
Male	0				
Female	100				

Table 7

Los Angeles

NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY

OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY	NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY	PERCENTAGE OF TOTAL NUMBER OF STUDENTS ENROLLED IN ALL OCCUPATIONAL PROGRAMS
Agriculture	403	.38
Forestry and Natural Resources	162	.15
Landscape Gardening	208	.20
Ornamental Horticulture	980	.93
Retail Merchandising	746	.70
Sales and Management	493	.47
Recreation and Tourism	86	.08
Transportation	347	.33
Health Occupations Education	217	.21
Hospital Admitting	125	.12
Licensed Practical Nurse	1,294	1.20
Medical Diet Aide	194	.18
Medical Office Assistant	162	.15
Medical Secretary	323	.31
Nurse's Aide	614	.58
Operating Room Technician	90	.08
Health Services, Other	701	.66
Care and Guidance of Children	725	.68
Childhood Education Aide	924	1.00
Bookkeeper	1,995	1.90
Clerical	2,738	2.60
Clerk-Typist	3,305	3.10
Computer Operator and Programmer	537	
Keypunch	451	.43
Mail and Postal Clerk	112	.10
Office Procedures	167	.16
Retail Cashiering	186	.17
Secretarial	2,152	2.00
Stenographer	5,565	5.30
Typing	5,266	5.00
Telephone Operator	115	.10
Charter Boat Licensed Operator	48	.04
Law Enforcement	1,178	1.10
Apparel Design and Pattern Making	135	.12
Appliance Repair	91	.09
Automobile Body and Fender	928	.88
Automobile Technician/Mechanic	8,679	8.20

Table 7
(Continued)

Los Angeles

OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY	NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY	PERCENTAGE OF TOTAL NUMBER OF STUDENTS ENROLLED IN ALL OCCUPATIONAL PROGRAMS
Automobile Upholstery	76	.07
Brick Masonry	33	.03
Building Maintenance	401	.38
Carpentry	477	.45
Commercial Art and Illustration	1,853	1.70
Commercial Photography	821	.78
Commercial Sewing	305	.29
Construction Equipment Operator	114	.11
Construction and Maintenance	288	.27
Cosmetology	1,154	1.10
Drafting	8,916	8.40
Electricity	1,157	1.10
Electronics	4,563	4.30
Floor Covering Installation	102	.10
Floristry	116	0.1
Locksmith	86	.08
Machine Schop	1,621	1.5
Office Machine Repair	251	.24
Plastics	510	.48
Printing/Graphic Arts	5,051	4.80
Quantity Foods	681	.64
Radio and Television Repair	403	.38
Air Conditioning/Refrigeration	457	.43
Sheet Metal	877	.83
Tool and Die	168	.16
Upholstery	581	.55
Welding	1,046	.99
TOTAL	74,450	70.3 %

Section 13

MEMPHIS

I. Introduction

Memphis, population 663,976, the seat of Shelby County, is the largest urban center on the Mississippi River between St. Louis, Missouri and New Orleans, Louisiana. As such, it functions as the business center of the agricultural south. Memphis is the largest spot cotton market in the world, a major feed manufacturing center, and the world's largest hardwood market.

Valuable to industrial Memphis is the Memphis Harbor Project, a 50 million dollar development that provides the city with a deep, current-free stillwater harbor and waterfront industrial sites. More than eight million tons of river cargo are handled annually by the Port of Memphis--the second largest port on the inland waterway system.

Memphis is also a major distribution center. It is the primary trade center of 105 counties of Tennessee, Mississippi, Arkansas, Missouri, Kentucky, and Alabama.

The Memphis Medical complex--comprised of Baptist Memorial Hospital, the world's largest private hospital, St. Jude Hospital, a major pediatric research institute, and the University of Tennessee Medial Unit--is the largest medical center in the South and the third largest in the nation.

Employment by major industries in Memphis during Fiscal Year 1971 included 20.9 percent for manufacturing, 25.2 percent in trade, 16.7 percent in service, 7.4 percent in transportation, 5.4 percent in finance and insurance, 18.7 percent in government, 4.8 percent in construction and 3.5 percent in agriculture. Manufacturing has declined somewhat in recent years while major growth areas include trade, finance, construction, insurance and real estate, service, and government. The unemployment rate in the city in the middle of FY 1971 was 3.5 percent of the total civilian labor force. Along with the expanding economy of the area, the population of the city of Memphis has been growing rapidly. Between 1960 and 1970 the population increased 33.5 percent while the population of the Standard Metropolitan Statistical Area increased only 13.7 percent. According to the 1970 Census, of the 663,976 people living in Memphis, 37 percent were Black, 62.7 percent were white, and 0.5 percent were Spanish surname.

Unpublished Census data indicate that 128,032 persons (19.3 percent of the city's total population) were living below the poverty level. The racial composition of the poverty population was as follows: 77.3 percent Black, three percent Spanish surname, 22.7 percent white. Of the total poverty population, 40.2 percent or 51,469 were of working age (between 18 and 64 years).

II. Occupational Education in Memphis

Secondary vocational education programs in Memphis were available in the 10th, 11th, and 12th grades at a number of comprehensive high schools. A student was restricted to the school in his district unless a course he wanted to take was not offered at that school. According to the city's Director of Vocational Education, enrollment in vocational programs in any particular school depended on the attitude of the principal and staff toward vocational education. During FY 1971, 5,232 or 16.4 percent of the total number of students in grades 10 through 12 were enrolled in vocational education. This figure included about 1,300 students enrolled in cooperative programs. The public schools also offered an adult vocational program which enrolled 6,253 persons during FY 1971.

Tennessee's postsecondary vocational system is patterned after that of the state of Connecticut. It is made up of community colleges specializing in health, business, and community services, area vocational schools which tend to be crafts and trades-oriented and technical institutes--designed to cover a wider area than a regional school and offering more expensive technical programs at more advanced levels. In Tennessee all three types of institutions are governed by the State Board of Education.

The two postsecondary institutions which offered vocational training in Memphis were the Memphis Area Vocational Technical School, a centrally-located tuition-free institution offering 23 open-ended occupational programs, and State Technical Institute at Memphis located 14 miles from the city, offering a two-year Associate Degree program in physical sciences, computer science and engineering, and a one-year certificate program in vocational-related remedial training. The purpose of the remedial program was to get 50 percent of the participants to enroll in the Associate Degree program. The State Technical Institute which charges a tuition of $55.00 per quarter was designed to serve one-third of the state. As can be seen from Table A, both institutions were 100 percent vocational.

The Area Vocational Technical School required that a student be at least 17 years of age. While certain programs have specific educational requirements, there was no general admission requirement of a high school diploma or general equivalency diploma. However, during FY 1971, 86 percent of the students enrolled in the Area Vocational Technical School had completed high school.

On the other hand, the State Technical Institute required either a high school or general equivalency diploma for admission. In addition, the school administered a technical aptitude test to all prospective students. Tuition at the school was $55.00 per quarter for county residents.

During FY 1971, Memphis Area Vocational Technical School served 1,875 residents of the city of Memphis, while Memphis State Technical Institute served 1,974.

As some indication of the universe of need for these two institutions, it should be noted that the Area Vocational Technical School had a waiting list averaging 900 persons per month and that the average use of every classroom and laboratory at State Technical Institute at Memphis (operating Monday through Friday from 8:00 a.m. to 10:30 p.m. and on Saturdays until 1:30 p.m.) was 50.8 hours per week.

Federal manpower training programs in Memphis included a sizeable Work Incentive (WIN) program, a Neighborhood Youth Corps II (NYC II) program, and Urban League On-the-Job Training (OJT) program, a small National Alliance of Businessmen-Job Opportunities in the Business Sector (NAB-JOBS) program, and a Manpower Development and Training Act (MDTA) program which maintained a small but well-equipped skill center operated by the Memphis Board of Education. The skill center offered vocational training in eight areas: welding, production machine operation, automobile mechanics, automobile body, upholstery, sales, clerical, and cooking. There was a small Jobs Optional Program (JOP) which began in the Spring of 1971. It enrolled only about seven people, all trained in production-housing assembly. None completed training, as the contract ended in October, 1971.

Table A

NUMBER OF STUDENTS ENROLLED IN SKILL
IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS

MEMPHIS

Institution/Agency	Number Enrolled from City	Number from City in Skill Training
Memphis Public Schools (Grades 10-12	31,847	5,232
State Technical Institute at Memphis	1,974	1,974
Memphis Area Vocational Technical School	1,875	1,875
MDTA	747	747
WIN[1]	974	437
NYC II	217	176
NAB-JOBS	296	296
OJT	268	268
JOP	7	7

1/ One hundred and eighty-four enrollees in Federal manpower training programs have been trained at and included in the total of postsecondary institutions as well as in respective Federal manpower training programs.

Occupational Offerings

Of the total number of people in Memphis receiving preparatory vocational training during FY 1971, 50 percent were being trained at public high schools, 37 percent at the two postsecondary institutions, and 13.0 percent at Federal manpower related agencies.

Looking at Appendix Table 4 we see that occupational education in the secondary schools offered 65 distinct areas of training with the largest concentrations in filing and office machines (clerical), 13.7 percent; trade and industry, 9.6 percent; gainful home economics 7.6 percent; and cosmetology 6.7 percent.

On the postsecondary level, Memphis Area Vocational Technical School offered 23 courses with largest concentrations in office occupations, 30.7 percent and licensed practical nursing, 17.1 percent. The more technically oriented Memphis State Technical Institute offered 12 courses with highest concentration in business data processing, 35.0 percent and electronics, 12.5 percent.

Federal manpower programs, which totally enrolled only 13 percent of those in preparatory training, offered 56 occupational programs either through in-house training or individual referrals. Small numbers of enrollees are spread fairly randomly among these 56 areas. Largest concentrations are in clerical, 24.6 percent and day care work, 8.8 percent.

Appendix Table 4 A shows the relative concentration of each training level by occupational area. Given the technical and commercial nature of the area's economy, it is not surprising to find the heaviest areas of concentration for secondary and Federal manpower training programs in the trade and industry category.

There seemed to be considerable uniformity in other areas of concentration with business and office or distributive education ranking first for postsecondary and second for secondary and Federal manpower training programs. As might be expected, the high schools were doing less in the fairly technical health field, and the postsecondary schools were the only ones actively involved in technical education.

Selected Services

The range and extent of supportive services in Memphis were probably greater than that of many of the other cities. In addition to the traditional services of the public secondary schools, e.g. recruitment, counselling, etc., in Memphis transportation was provided to minority high school students who were going to other schools. 2/

2/ A Vocational student was allowed to attend another school when the program he wanted was not offered in his own school.

The State Technical Institute at Memphis, which is located about 14 miles from the central city, provided its own bus service to the end of the public transportation system.

Adult Basic Education was provided under contract to WIN, NYC II, and MDTA enrollees by the Memphis City Schools.

The community had a comprehensive legal aid service for the poor and this was available to most program enrollees.

While medical and dental services were available to some program enrollees, according to the Director of the Memphis Area Vocational Technical School these were minimal. It would seem that given the health resources in the city, these services could be greatly expanded.

While some child care facilities were available, according to the WIN Coordinator, there were not a sufficient number of accredited agencies to serve the thousand enrollees in her program. She pointed out that in order for Welfare to pay for child care for an enrollee, the child care facility must be accredited.

Characteristics of Students

Looking at Table 6, we see that 47 percent of all secondary vocational students were Black.

At the postsecondary level 48 percent of the Memphis Area Vocational Technical School was Black, while only 26 percent of the enrollment of the State Technical Institute was Black. The central location of the area school, its open-ended courses, and the absence of any tuition made this school very attractive to Blacks. The Director reported that 90 percent of his applicants were Black. Looking at State Technical Institute at Memphis, we find a small Black enrollment, not unusual for a fairly technical institute with a limited financial aid program located some distance from the city. The Director of the Institute expressed interest in attracting more Blacks.

By contrast, the Federal manpower training programs were overwhelmingly Black with the least percent being 87 in the MDTA program.

While the secondary schools and Memphis Area Vocational Technical Institute reported approximately equal numbers of males and females, State Technical Insititute at Memphis reported only 14 percent of its enrollment was female. The Director of the school reported that it was difficult to interest women in acquiring training in technical areas which have traditionally been pre-empted by men.

The Federal manpower institutional programs and the OJT programs both reported problems placing women. While the institutional programs had considerably more women enrolled, it is significant that OJT programs which cannot enroll a person unless he has been placed in an on-the-job training slot, had many fewer females.

WIN, whose typical enrollee is a 32 year-old female, Black, who functions at an eighth grade level, reported a need for more jobs for women with low skill levels.

MDTA, whose primary audience is Black females between 18 and 25 years, reported that it is not getting to the hard core uneducated women. The MDTA Skill Center Director pointed out that the Skill Center had only two programs to offer these women--cooking and upholstery. He pointed out that while there were jobs for these uneducated and unskilled women, i.e. dry-cleaning and domestic labor, since they were not subject to interstate commerce laws, these jobs generally paid less than the minimum wage. MDTA also reported that few whites applied to the program.

The Urban League OJT program, whose primary audience is Black males with a median age of 26 years, most of whom have had at least two years of high school, reported that they were unable to place many of their female applicants in training slots. The Training Director pointed out that the economy of the city, based on cotton and the distribution trade, has placed a premium on technical skills which have traditionally been acquired by men. He indicated an interest in trying to get women into training slots as surveyors and insurance adjusters.

The NAB-JOBS Coordinator noted that while he would like to get more females into his program, there were simply not many openings. He pointed out that factory employers were reluctant to hire females because they claimed their turnover was high. He pointed out that while there were plenty of openings for domestics, females were not interested in filling these.

Unofficial poverty characteristics for each of the three levels indicated that while 50 percent of the students in the secondary schools were poor the percentage dropped to about one-third for each of the postsecondary institutions. Most of the enrollees in Federal manpower programs were living below the poverty level.

As far as educational level is concerned, the WIN program reported that most of its enrollees had some high school with the average functioning level at the eighth grade or lower.

On the other hand, the MDTA program reported that 53 percent of its enrollees had completed high school, while an additional 40 percent had some high school. It is interesting to note that those MDTA enrollees who were trained at the Skill Center (approximately one-third of the total program enrollment) were at the lower range of the educational spectrum, 70 percent having completed eight or fewer grades, 15 percent having some high school, and 10 percent having completed high school. The NYC II program reported that the average grade completed of enrollees in its program [illegible] 9.5 while the average functional grade level was 7.1.

The Urban League OJT program reported that 76 percent of its enrollees had some high school while the HAB-JOBS program reported 70 percent of its enrollees had some high school, with 35 percent having completed high school. The proportion of high school completers was reported to be significantly higher for males than for females.

The Area Vocational School estimated that during FY 1971 about 86 percent of its students were high school graduates. As the State Technical Institute required a high school or general equivalency diploma for admission, 100 percent of its students were high school graduates.

III. Overlap, Duplication, and Gaps

Of the 10,809 persons enrolled in preparatory programs in Memphis, 6,092 or 56.4 percent of the total were enrolled in skill training programs provided by more than one agency (see Table 7 of this section.) This is not surprising when one examines Table 4-4 of this section which suggests that all three levels are concentrating in the same occupational areas.

Eight courses involving 20.1 percent of all enrollees in preparatory training were offered by all three training levels. To the extent that only one of the courses--drafting, involving a total of 118 enrollees--was not related to current shortage occupations in Memphis, this duplication did not seem wasteful, although some arguments could be made for consolidation of training facilities.

In addition to the above, five courses involving 5.5 percent of total preparatory enrollment were being offered by the postsecondary institutions and Department of Labor. To the extent that these agencies were training different populations for different entry levels, duplication did not appear to be serious. The same applies to the six courses involving 15.1 percent of the enrollment being offered simultaneously by the public schools and the postsecondary schools.

In addition, there were eight courses involving 15.2 percent of the total enrollment which were being offered both by the high schools and Federal manpower programs--presumably at the same entrance level. Subtracting food service and stenography which are shortage occupations (3.7 percent), 11.6 percent of this training was in non-shortage occupations. The wisdom of two agencies training medical assistants, commerical artists, cosmetologists, upholsterers, and general trade and industry for entry level jobs when none of these jobs are shortage, may be questioned, and indeed this may constitute an undesirable duplication. Clearly, placement data would be needed before such a pronouncement could be made.

Programs Compared with the Local Labor Market

Examination of local labor market data for the Memphis area indicated that 1,394 persons or 13.6 percent of the total enrollment in preparatory training were being trained in shortage areas.

Table B-2

NUMBER AND PERCENT OF STUDENTS ENROLLED IN TRAINING FOR OCCUPATIONS FOR WHICH THERE IS A SHORTAGE OF WORKERS

MEMPHIS

Skill Training Programs	Number of Students Enrolled	Percent of Total Number of Students Enrolled in All Skill Training Programs
Accountants	244	2.3%
Dental Technicians	11	0.1
Keypunch Operators	16	0.2
Data Processing	125	1.2
Secretaries and Stenographers	305	2.8
Typists	106	1.0
Clerks	289	2.7
Repairmen	127	1.2
Building Trades	54	0.5
Hotel and Motel Service Workers	14	0.1
Food Service	96	0.9
Transportation Workers	7	0.6
Total	1,394	13.6

We could conclude from Table B-2 that more people could be trained as dental technicians, keypunch operators, and hotel and motel service workers. In addition to the 12 areas listed on Table B-2, there were two other occupational shortage areas in Memphis in which no training was currently being offered. These areas were medical technology and social welfare. Conceivably, training courses might be initiated in these areas.

Unfortunately, there were no surplus occupational data available for Memphis, so it was impossible to determine the percentage and kinds of training which were undertaken in surplus areas.

Programs Compared with Population Groups

The Memphis Public Schools enrolled 5,232 secondary students in skill training programs. If we add the 176 being trained by NYC II, we find that a total of 5,408 persons or 14.7 percent of the total number of people between 16 and 18 were enrolled in skill training programs (see Table C).

Examination of the NYC II target group--the 2,242 persons who dropped out of high school in FY 1971--shows that the program was reaching 7.9 percent of its target group. Using the NYC II program Director's backlog of 600 applicants as an indication of interest in the program, it can be

Table C

COMPARISON OF POPULATION GROUPS IN CITY WITH NUMBERS OF THESE GROUPS IN SKILL TRAINING

MEMPHIS

Population Group Age	Race/Sex	Total Number in City	Number of Students Enrolled in Skill Training Programs	Percent Enrolled
16 to 18	Total	36,792	5,408	14.7%
	White	20,497	2,782	13.6
	Black	16,204	2,626	16.2
	Male	17,882	2,660	14.9
	Female	18,910	2,748	14.5
19 to 44	Total	214,169	5,033	2.4
	White	140,885	2,537	1.8
	Black	72,479	2,496	3.4
	Male	98,777	2,905	2.9
	Female	115,392	2,128	1.8

Note: In each age group the total of Blacks and whites may be somewhat less than the grand total. This difference represents the number of persons of other races, i.e. American Indian, Oriental residing in the city. Totals of whites include persons of Spanish surname.

assumed that an additional 26.8 percent of the target population was interested in this program, and would be enrolled if slots were available.

Comparing racial characteristics of total populations in this age group with those persons enrolled in skill training programs, we find that 13.6 percent of the whites and 16.2 percent of the Blacks were enrolled. By sex, we find that 14.9 percent of the males and 14.5 percent of the females were enrolled. Of all the Blacks in this age group receiving training, 93.6 percent received their training at the secondary schools with the remaining 6.3 percent receiving training at Federal manpower related agencies. Of all the whites receiving training, 99.7 percent received their training at the public schools with only 0.3 percent receiving training at Federal manpower related agencies.

Postsecondary and Federal manpower programs enrolled approximately 5,033 persons of 2.4 percent of the age group 19 to 44. If we add on-the-job training programs and adult vocational education, the percentage rises to 5.5 percent of a total of 11,857 served in publicly funded skill training programs. Examining the characteristics of the 2.4 percent of the 19 to 44 year-old age groups enrolled in preparatory skill training programs, we see that 1.8 percent of the whites and 3.4 percent of the Blacks, and 2.9 percent of the males and 1.8 percent of the females in this age group were being served by skill training programs. Of all the Blacks being trained in preparatory programs, 56.6 percent were receiving their training either at the postsecondary institutions or the Adult Education Center, while the other 43.4 percent were receiving their training at Federal manpower related agencies. For the whites being trained in preparatory programs, the percentages were 96 percent and 47 percent respectively.

IV. Management, Administration and Coordination

There appeared to be a good deal of communication and coordination among the various skill training agencies in Memphis. The vocational department within the public schools worked closely with the postsecondary institutions and the Urban League as well. During FY 1971 the Public School system was under contract to provide Adult Basic Education to WIN, NYC II, and MDTA enrollees. Public School counselors frequently referred people to the MDTA program. The State Technical Institute at Memphis worked closely with the Area Vocational School and also ran computer programs for the Memphis Public Schools.

Among the Federal manpower programs there was good communication and many referrals. WIN sent people to MDTA for training as cooks, cosmetologists, and machine operators. MDTA also received referrals from NYC II and the Urban League.

V. Summary

In conclusion, Memphis appeared to have a fairly extensive skill training program which was moderately geared to shortage occupational areas. Given the expanding economy of the city and its rapidly growing population, however, it would seem that skill training at each of the three levels could be expanded. In view of the duplication noted previously, it would seem that more specialization might be warranted. Given the communication existing between agencies this should not be too difficult to effect.

Barriers to expansion noted by practically all program people included lack of space and funds for new facilities, equipment, staff and curriculum development. There were also other barriers. The Director of State Technical Institute alluded to the difficulty of getting state approval for new programs. Unions were mentioned often as a barrier to training the disadvantaged as electricians, plumbers, boilermakers, lathe operators, glazers, and tool and die makers. The Director of the MDTA Skill Center pointed out that if it were not for unions, he could train a number of women with little formal education as sewing machine operators.

Disadvantaged women are still difficult to place and more efforts need to be made to provide them with both occupational and basic educational skills. A concerted campaign to try to persuade employers in the private sector to hire and train women would probably be useful as well as an effort to induce women to enter technical occupations which have traditionally been dominated by men.

Another need according to the MDTA Coordinator and the Skill Center Director in Memphis was for a pre-vocational program phase to which all MDTA enrollees could be sent for the first two or three weeks they are enrolled in the program.

Another idea was a facility somewhat like a skill center where people could brush up on rusty skills until they were job ready.

Table 1

Memphis

TOTAL NUMBER OF STUDENTS ENROLLED AND TOTAL NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL TRAINING IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS

INSTITUTION/AGENCY	TOTAL ENROLLED	NUMBER ENROLLED FROM CITY	NUMBER IN OCCUPATIONAL TRAINING (1)	NUMBER FROM CITY IN OCCUPATIONAL TRAINING
Memphis Public Schools Grades 10-12	31,847	31,847	5,232	5,232
State Technical Institute at Memphis	2,468	1,974	2,468	1,974
Memphis Area Vocational Technical School	1,933	1,875	1,933	1,875
Manpower Development and Training Act	755	747	755	747
Work Incentive Program	1,047	974	470	437
Neighborhood Youth Corps - II	220	217	180	176
Jobs Optional Program	7	7	7	7
National Alliance of Businessmen - Job Opportunities in the Business Sector	302	296	302	296
Urban League - On-The-Job Training	335	268	335	268
Memphis Public Schools - Adult	8,956	8,956	6,253	6,253

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(1) One hundred and eighty-four enrollees in Department of Labor training programs trained at postsecondary institutions have been included in the total of postsecondary institutions as well as in the respective Department of Labor programs.

Table 2

Memphis

OCCUPATIONAL OFFERINGS IN PUBLIC INSTITUTIONS BY TYPE AND ENROLLMENT

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Memphis Public Schools - Secondary	
Ornamental Horticulture	18
Advertising Service	8
Apparel and Accessories	139
Automotive Services	40
Finance and Credit	3
Floristry	2
Food Distribution	127
Food Services	104
General Merchandise	255
Hardware and Building	26
Home Furnishings	14
Hotel and Lodging	14
Industrial Marketing	1
Insurance	2
International Trade	1
Personal Services	26
Petroleum	9
Real Estate	4
Recreation and Tourism	10
Transportation	6
Other Distribution	135
Medical Assistant	14
Other Health	223
Care and Guidance of Children	91
Gainful Home Economics and Other	396
Accounting and Computing	3
Business Data Processing Systems	60
Filing and Office Machines	716
Information Communications Occupations	4
Material, Supply and Transportation	1
Stenography, Secretarial and Related	285
Typing and Related Occupations	98
Other Office Occupations	16
Chemical Technology	15
Electronics Technology	15
Air Conditioning	2
Appliance Repair	48
Automobile Body and Fender	112
Automobile Mechanic	255
Commercial Art Occupation	35
Commercial Fishery Occupation	1
Commercial Photography	1
Carpentry	3
Masonry	25

Table 2
(continued)

Memphis

Memphis Public Schools - Secondary (cont'd)

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Plumbing and Pipefitting	1
Other Construction and Maintenance	36
Custodial Service	16
Drafting Occupation	51
Electrical Occupation	38
Electronics	185
Fabric Maintenance Service	3
Graphic Arts	104
Instrument Maintenance and Repair	2
Metalworking Occupation	133
Cosmetology	353
Plastics Occupation	1
Law Enforcement	51
Quantity Food	42
Textile Production and Fabrication	41
Leatherworking	43
Upholstery	92
Woodworking	89
Other Trade and Industry	504
Clothing Management Production and Service	37
Food Management Production and Service	47
TOTAL	5,232

Memphis State Technical Institute

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Accounting	241
Architecture	208
Chemical	39
Civil	66
Data Processing Business	865
Data Processing Scientific	125
Electrical	111
Electronic	309
Instrumentation	44
Mechanical	135
Other	124
Special Students Continuing Education	201
TOTAL	2,468

Memphis Area Vocational-Technical School

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Aviation Mechanic	88
Office Occupations	593
Dental Assistant	41

Table 2
(continued)

Memphis

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Memphis Area Vocational-Technical School (cont'd)	
Dental Laboratory Technician	11
Inhalation Therapy Technician	9
Medical Laboratory Assistant	63
Practical Nurse	331
Automobile Mechanic	75
Automobile Body Repair	51
Gasoline Engine Repair	40
Radio and Television	34
Instrumentation Mechanic	31
Industrial Electricity	52
Cabinetmaking	38
Food Service	83
Commercial Graphics	70
Tool and Die	10
Machine Shop	54
Welding	67
Appliance Repair	41
Air Conditioning/Refrigeration	76
Office Machine Repair	33
Drafting	42
TOTAL	1,933
Memphis Public Schools - Adult	
General Merchandise	218
Transportation	102
Dental Assistant	44
Medical Laboratory Assistant	15
Practical Nurse	16
Clothing and Textiles	286
Food Management, Production & Service	26
Accounting and Computing	399
Business Data Processing Systems	480
Filing and Office Machines	50
Information Communications Occupations	20
Stenography, Secretarial and Related	534
Supervisory and Administrative Management	195
Typing and Related Occupations	1,472
Other Office Occupations	60
Architectural Technology	59
Clerical Technology	35
Civil Technology	32
Electrical Technology	98
Electronics Technology	156

Table 2
(continued)

Memphis

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Memphis Public Schools - Adult (cont'd)	
Instrumental Technology	21
Mechanical Technology	81
Air Pollution Technology	7
Water and Waste Technology	22
Technical, Other	13
Pre-technical	52
Air Conditioning	123
Appliance Repair	3
Automobile Body and Fender	17
Automobile Mechanic	103
Business Machine Maintenance	1
Commercial Arts Occupations	29
Carpentry	159
Electricity	221
Masonry	48
Plumbing and Pipefitting	129
Other Construction and Maintenance	29
Custodial Service	10
Drafting	36
Electricity	16
Electronics	144
Fabric Maintenance Service	80
Foremanship Supervisory & Management Development	106
Graphics Arts Occupation	16
Industrial Maintenance and Repair	1
Metal Working Occupations	242
Other Personal Services	15
Small Engine Repair	42
Textile Production	28
Upholstery	84
Woodworking Occupations	7
Other Trades and Industry	21
Science Data Technology	50
TOTAL	6,253

Table 3

Memphis

OCCUPATIONAL OFFERINGS IN FEDERAL MANPOWER OR EDUCATIONAL PROGRAMS: BY TYPE, ENROLLMENT, AND AGENCY PROVIDING TRAINING

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED	AGENCY PROVIDING TRAINING
Manpower Development and Training Act		
Automobile Mechanic	27	Various Schools, Skill Center
Certified Laboratory Assistant	4	Various Schools
Clerk-Typist	8	Various Schools
Licensed Practical Nurse	21	Various Schools
Stenographer	5	Various Schools
Dental Assistant	17	Various Schools, Area School
Bookkeeper	4	Various Schools
Medical Secretary	1	Various Schools
Draftsman	25	Various Schools, Skill Center
Office Machine Repairman	1	Various Schools
Welder	66	Various Schools, Skill Center
Operating Room Technician	2	Various Schools
Air Conditioning Technician	4	Various Schools
Lathe Operator	1	Various Schools
Barber	2	Various Schools
Cosmetology	11	Various Schools
Secretary	15	Various Schools
Clerk, General Office	187	Various Schools, Skill Center
Appliance Repair	4	Various Schools
Art Layout	2	Various Schools
Commercial Printing	1	Various Schools
Radio and Television Repairman	3	Various Schools
Automobile Service Mechanic	3	Various Schools
Inhalation Therapist	1	Various Schools
Business Programmer	2	Various Schools
Keypunch and Junior Accountant	1	Various Schools
Gas Engine Repairman	1	Various Schools
Keypunch Operator	1	Various Schools
Dental Laboratory Technician	10	Area School
Commercial Food Service	49	Skill Center
Automobile Body Repair	48	Skill Center
Produce Machine Operator	35	Skill Center
Upholstery	61	Skill Center
Sales	22	Skill Center
General Duty Nurse	7	Adult Education Center
Day Care Worker	103	Community Learning Laboratory
TOTAL	755	

Table 3
(Continued)

Memphis

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED	AGENCY PROVIDING TRAINING
	Work Incentive Program	
Cosmetology	48	Board of Education, WIN
Licensed Practical Nurse	16	WIN, Area Vocational School, MDTA
Clerical	142	Private, WIN, MDTA, Area Voc. School
Food Service and Cooking	31	Area Voc. School, MDTA, Adult Education Center (AEC)
Tailoring	33	Board of Education, WIN
Computer Programming	2	State Technical Institute
IBM Keypunch	14	Area Vocational School, Private
Hospital Housekeeper	22	Board of Education, Adult Education Center
Day Care Worker	35	MDTA
Barber	37	Private Agency
Sign Writer Machinist	1	Private Agency
Dry Cleaning	33	Adult Education Center
Cashier	11	Adult Education Center
Laborer, Stores	1	Private Agency
Nurse's Aide	6	AEC, Hospital, WIN
Machine Operator	4	NAB-JOBS
Psychiatric Aide	9	WIN
Orthoptist	7	Adult Education Center
Dental Assistant	1	Area Vocational School
Upholsterer	10	MDTA, Adult Education Center
Laboratory Assistant	1	Area Vocational School
Secretary (General)	1	Area Vocational School
Bookkeeping	1	Area Vocational School
Dental Laboratory Technician	1	Area Vocational School
Health Aide	1	Area Vocational School
Manicuring	1	Private Agency
Laboratory Technician	1	Area Vocational School
TOTAL	470	
	Neighborhood Youth Corps II	
Receptionist	10	Public Schools
Office Occupations	70	Public Schools
Computer Programmer	2	Private Agency
Stock and Inventory	8	Private Agency
Nurse's Aide	21	Private Agency, Public Schools
Psychiatric Aide	3	Private Agency
Pharmacy Assistant	5	Private Agency
Clinical Aide	6	Private Agency
Medical Records Librarian	5	Private Agency
Automobile Mechanics	4	Public Schools
Automobile Body Repair	2	Public Schools, Area Voc. School
Small Appliance Repair	2	Public Schools
Electrical Building Maintenance	2	Private Agency
Teacher Aide	12	Public Schools

Table 3
(Continued)

Memphis

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED	AGENCY PROVIDING TRAINING
Neighborhood Youth Corps II (cont'd)		
Audio-Visual Assistants	4	Public Schools
Library Aide	6	Private Agency
Interview and Research Assistant	2	Private Agency
Child Care Assistant	4	Private Agency
Recreational Aide	12	Public Schools
TOTAL	180	

Table 4

Memphis

SUMMARY OF OCCUPATIONAL OFFERINGS AND NUMBER OF STUDENTS SERVED BY SECONDARY, POSTSECONDARY, AND DEPARTMENT OF LABOR PROGRAMS

OCCUPATIONAL OFFERINGS	TOTAL	HIGH SCHOOL	POSTSECONDARY	DEPARTMENT OF LABOR
Ornamental Horticulture	18	18		
Floristry	2	2		
Advertising Services	8	8		
Apparel and Accessories	139	139		
Automotive Services	40	40		
Finance and Credit	3	3		
Food Distribution	127	127		
General Merchandise	255	255		
Hardware and Building	26	26		
Home Furnishings	14	14		
Hotel and Lodging	14	14		
Industrial Marketing	1	1		
Insurance	2	2		
International Trade	1	1		
Personal Services	26	26		
Petroleum	9	9		
Real Estate	4	4		
Recreation and Tourism	10	10		
Transportation	6	6		
Other Distribution	135	135		
Materials, Supply and Transportation	1	1		
Sales	26			26
Cashier	11			11
Food Service	96	47		49
Medical Assistant	24	14		10
Health Occupations General	223	223		
Dental Assistant	50		41	9
Dental Lab Technician	11		11	
Inhalation Therapist	10		9	1
Medical Assistant	64		63	1
Practical Nursing	352		331	21
Operating Room Technician	2			2
Nurse (General Duty)	7			7
Nurse's Aide	19			19
Psychiatric Aide	12			12
Orthotic Aide	7			7
Health Aide	1			1
Lab Technician	1			1
Pharmacy Assistant	5			5
Certified Laboratory Assistant	4			4
Care and Guidance of Child	91	91		
Gainful Home Economics Occupation	396	396		

Table 4
(continued)

Memphis

OCCUPATIONAL OFFERINGS	TOTAL	HIGH SCHOOL	POSTSECONDARY	DEPARTMENT OF LABOR
Day Care Worker	103			103
Recreational Aide	12			12
Filing and Office Machines	716	716		
Information Communication Occupation	4	4		
Stenography, Secreterial and Related	305	285		20
Typing, Clerk-Typist	106	98		8
Office Occupations	609	16	593	
Bookkeeping	4			4
Medical Secretary	1			1
Clerk, General Office	187			187
Clerical	102			102
Receptionist	10			10
Stock and Inventory	8			8
Interview and Research Assistant	2			2
Keypunch	16			16
Accounting and Computing	244	3	241	
Business Data Processing System	927	60	865	2
Teacher's Aide	12			12
Chemical Technician	54	15	39	
Electronics Technician	15	15		
Architectural Technology	208		208	
Civil Technology	66		66	
Data Processing	125		125	
Instrumentation Technology	44		44	
Mechanical Technology	135		135	
Police Science Technology	51	51		
Technical Occupations, Other	124		124	
Audio-Visual Assistant	4			4
Library Aide	6			6
Medical Records Librarian	5			5
Air Conditioning	82	2	76	4
Appliance Repair	93	48	41	4
Automobile Body and Fender	211	112	51	48
Automobile Mechanics	361	255	75	31
Commerical Art Occupation	37	35		2
Commercial Fishery Occupation	1	1		
Carpentry	3	3		
Masonry	25	25		
Plumbing and Pipefitting	1	1		
Other Construction and Maintenance	36	36		
Custodial Services	16	16		
Drafting Occupation	118	51	42	25

Table 4
(continued)

Memphis

OCCUPATIONAL OFFERINGS	TOTAL	HIGH SCHOOL	POSTSECONDARY	DEPARTMENT OF LABOR
Electrical Occupation	201	38	163	
Electronics	494	185	309	
Fabric Maintenance & Service	3	3		
Graphic Arts	175	104	70	1
Instrument Maintenance & Repair	33	2	31	
Metalworking Occupation	133	133		
Cosmetology	413	353		60
Plastics Occupation	1	1		
Quantity Food Occupation	42	42		
Textile Production and Fabrication	41	41		
Leatherworking	43	43		
Upholstery	153	92		61
Woodworking Occupation	89	89		
Trade & Industries, Other	505	504		1
Clothing Production Service	37	37		
Commercial Photography	1	1		
Aviation Mechanic	88		88	
Gasoline Engine Repair	40		40	
Radio and Television	34		34	
Cabinetmaking	38		38	
Tool and Die	10		10	
Machine Shop	54		54	
Welding	133		67	66
Office Machine Repair	34		33	1
Lathe Operator	1			1
Barber	39			39
Commercial Printing	1			1
Automobile Service Mechanic	3			3
Production Machine Operator	39			39
Quantity Food Occupations	208	104	83	21
Tailoring	23			23
Hospital Housekeeper	22			22
Dry Cleaning	33			33
Electrical Building Maintenance	2			2
Not Specified	201		201	
TOTAL	10,809	5,232	4,401	1,176 *

*Department of Labor Programs enrolled an additional one-hundred and eighty four persons who were trained at and reported by postsecondary institutions. They are excluded from this total to prevent double counting.

Table 4A

Memphis

DISTRIBUTION OF OCCUPATIONAL ENROLLMENTS BY LEVEL AND AREA

AREA	LEVEL		
	SECONDARY	POSTSECONDARY	DEPARTMENT OF LABOR
Agriculture	.4%	--%	--%
Distributive Education	16.6%	--	7.3
Health	4.5	10.3	8.5
Home Economics(Gainful)	9.3	--	9.8
Business and Office	22.6	39.6	30.6
Technical Education	1.5	16.8	2.3
Trade and Industry	45.0	34.2	41.5
TOTAL	100.0%	100.0%	100.0%

CITY Memphis

TABLE 5

SUMMARY OF SELECTED SERVICES AVAILABLE BY PROGRAM

AGENCY/INSTITUTION	VOCATIONAL GUIDANCE	COUNSELING	ADULT BASIC EDUCATION AND REMEDIAL EDUCATION	ENGLISH AS A SECOND LANGUAGE	LEGAL AID	CHILD DAY CARE	TRANSPORTATION	HEALTH SERVICES	JOB DEVELOPMENT AND PLACEMENT
Memphis Public Schools	I	I		I	X	X	I	*	I
Memphis Area Vocational Tech. Schl.	I	I	I	I					I
Memphis State Technical Institute	I	I	I				I	*	I
MDTA Institutional	I	I	I		*	*	I		I
WIN	I	I	I		X	I	I	*	I
MIC II	*	I	I		X	I	I	I	I
NAB-JOBS	I	I	I		X	I[1]	I[2]	I	I
Urban League - OJT	I	I			*	I			I

I = Provided by Program
X = Available by Referral

* Insufficient Information

[1] Child care is sometimes provided by NAB-JOBS contractors on a temporary basis.

[2] Transportation is provided to enrollees only for the first 20 working days.

Table 6

Memphis

PROGRAM ENROLLMENTS BY OFFERING AGENCY AND POPULATION GROUPS SERVED

INSTITUTION/AGENCY	TOTAL	BLACK	WHITE	SPANISH SURNAME	OTHER
Memphis Public Schools	100%	47%	53%		
Male	50%				
Female	50%				
Memphis Area Vocational Technical School	100	48	52		
Male	49				
Female	51				
Tennessee State Technical Institute at Memphis	100	26	74		
Male	86				
Female	14				
Public Schools - Adult	100	40	60		
Male	45				
Female	55				
Manpower Development and Training Act	100	87	13		
Male	38				
Female	62				
Work Incentive Program	100	99	1		
Male	1				
Female	99				
Neighborhood Youth Corps II	100	95	4.8		0.2
Male	25				
Female	75				
National Alliance of Businessmen-Job Opportunities in the Business Sector	100	99	1		
Male	75				
Female	25				
Urban League-On-The-Job Training	100	99	1		
Male	85				
Female	15				

Table 7

Memphis

NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY

OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY	NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY	PERCENTAGE OF TOTAL NUMBER OF STUDENTS ENROLLED IN ALL OCCUPATIONAL PROGRAM
Business Data Processing System	927	8.58%
Food Service	96	.89
Medical Assistant	88	.81
Dental Assistant	50	.46
Inhalation Theraphist	10	.09
Practical Nursing	352	3.26
Stenography, Secretarial & Related	305	2.82
Typing, Clerk-Typist	106	.98
Office Occupations	609	5.63
Accounting and Computing	244	2.26
Chemical Technician	54	.50
Air Conditioning	82	.76
Appliance Repair	93	.86
Automobile Body and Fender	211	1.95
Automobile Mechanics	361	3.34
Commercial Art	37	.34
Drafting	118	1.09
Electrical	201	1.86
Electronics	494	4.57
Graphic Arts	175	1.62
Instrument Maintenance and Repair	33	.31
Cosmetology	413	3.82
Upholstery	153	1.42
Trade and Industry, Other	505	4.67
Welding	133	1.23
Office Machine Repair	34	.31
Quantity Food Occupations	208	1.92
TOTAL	6,092	56.35%

Section 14

NEW ORLEANS

I. Introduction

New Orleans, population 593,471, is situated on the east bank of the Mississippi River about 107 miles from its mouth. The boundaries of the parish (county) of Orleans and the city of New Orleans are the same, encompassing a land area of 198.8 square miles.

Among North American ports, New Orleans is second only to New York in most respects. It accomodates more than 80 steamship lines and more than 4,000 vessels enter the port annually. Located at the intersection of the Gulf Intracoastal Waterway and the Mississippi River it handles both internal river traffic and foreign trade. The limits of the port include a frontage of 51 miles on both sides of the river and 11 miles on the Industrial Canal, which connects the river with Lake Ponchartrain; 20 miles of publicly owned wharves, steel sheds, warehouses, grain elevators and similar facilities are maintained. The city's most significant economic development since World War II has been a great increase in industry along the entire lower river south of Baton Rouge. The boom was set off mainly by the discovery of great quantities of oil and sulfur on the Louisiana tidelands, petrochemicals being the most important of the new industries.

In addition to the above, New Orleans is well-known to tourists for its French Quarter and for the largest and most colorful Mardi Gras. celebration in the United States.

During the decade between 1960 and 1970 the population of the New Orleans Standard Metropolitan Statistical Area (SMSA) increased 60.4 percent while the population of the city itself declined 6.7 percent. This demographic change was largely a result of the movement of whites, motivated by better highways and the rising cost of lands closer to the heart of New Orleans, to suburban and rural-urban areas. It was accompanied by movement of large numbers of non-whites to the central city.

Total employment for the New Orleans area increased almost 24 percent over 1960. Sectors of the economy primarily responsible for this increase were ship building and repair, food processing, petroleum production and medical services.

The unemployment rate for the city during Fiscal Year 1971 (FY 1971) was 5.7 percent, down slightly from the 1970 figure. This was viewed as a temporarily high index resulting from cutbacks in ordinance and construction problems in the petroleum industry which have occurred during the past two years. These events forced many workers, normally considered above the disadvantaged level into the ranks of those needing manpower services. Areas of the economy which expanded during 1971--government, services (hosptial, motels and hotels), banking, transportation, and public utilities--were expected to continue their growth during 1972 providing a number of additional employment opportunities.

Of the total number of residents of New Orleans in 1970, 55 percent were white, 45 percent were Black and one percent were "other." Included in the percentage of whites, however, were a significant number of Spanish surname individuals mostly from Central America. The exact number of these persons is subject to considerable dispute. The 1970 Census estimate, based on household enumeration was only 26,408. In contrast, a special survey of the Spanish surname population of New Orleans conducted for the Louisana State Employment Service, and based on estimates of Consulates of Latin American countries, a Spanish radio station, a Spanish newspaper and respondents to a questionnaire, came up with a figure of 89,931. The latter would seem more consistent than the Census figure with a general feeling among knowledgeable people in New Orleans that Spanish surname people constitute 10 to 15 percent of the total population.

Looking at poverty in the city, New Orleans with 156,776 persons or 19.1 percent of its residents living below the poverty level, ranks fifth highest in the nation. Of the total poor in New Orleans, 73.6 percent are Black as are 60.6 percent of all the poor of working age. Unfortunately no data were available on the Spanish surname poor.

II. Occupational Education in New Orleans

Looking at vocational education in the secondary schools in New Orleans it becomes apparent that vocational education has not been given the emphasis it deserves, either by the state or the city.

Vocational education in New Orleans is considered "enrichment." No teachers are assigned for vocational education unless a parish decides that it is necessary. During FY 1971 the only money coming to the city for vocational education was $100,000 for an exemplary licensed practical nursing program involving about 20 students.

During FY 1971 the existing vocational education program in the New Orleans public schools enrolled 3,712 students or 18.3 percent of the total secondary school population. The program had four major components:[1] distributive education, business education, industrial education and cooperative education. The Director of secondary education (there was no overall director of vocational education) pointed out that the facilities and equipment in the industrial education program were not adequate to make the programs fully vocational. The cooperative education program was operated in conjunction with Delgado Junior College. On payment of a tuition fee of $100 per semester plus $54 for materials and supplies, a student could receive skill training at Delgado Junior College, in conjunction with his high school diploma. While 14 out of the 16 secondary schools had cooperative and business programs, only three out of the 16 schools offered industrial courses. The majority of industrial offerings were concentrated in one of the 16 schools. Sudents who did not live in the immediate area of this school were not able to enroll in these courses because of limited space and facilities.

1/ Excluding non-gainful home economics.

The public schools also ran an adult or continuing education program. During FY 1971 the adult program enrolled 2,400 persons in supplementary occupational training.

At the postsecondary level vocational education was available at two institutions, Delgado Junior College and Orleans Area Technical School, with a combined occupational enrollment of 2,321. Delgado College, which started as a private school in 1921, offers the only two-year vocational program in the State of Louisiana. It is primarily a transfer institution offering 11 occupational areas with only 17 percent of its students enrolled in vocational programs. Tuition at Delgado College was $100 per semester for all programs except those in the trade and industry area which were only $25 per semester. No high school or General Equivalency Diploma was required for admission. Orleans Area Vocational Technical School, on the other hand, is 100 percent vocational with all of its 625 students enrolled in occupational programs. The school is tuition-free to all state residents. The minimum age for admission to the school is 16 years with educational requirements varying from completion of seventh grade for the commercial cooking program to a high school diploma and aptitude tests for some of the more technical programs. It was reported that 50 percent of the school's students were high school graduates.

There were four Federal Manpower institutional training programs in New Orleans. These included a small Manpower Development and Training Act (MDTA) program, a Neighborhood Youth Corps II (NYC II) program, a Work Incentive (WIN) program, and a Concentrated Employment Program (CEP). The CEP Skill Center offered traininig in the following areas: automobile body repair, automobile mechanics, clerk/typist, appliance service, gas engine repair, stenography, vending machine repair, and wood furniture repair. The WIN program was the only one of its kind operating in the State of Louisiana.

On-the-job training programs included a sizeable National Alliance of Businessmen-Job Opportunities in the Business Sector (NAB-JOBS) program training people in more highly skilled occupations, ("We don't train people as gas pumpers or domestics") and a Jobs Optional Program (JOP) which really didn't get off the ground until FY 1972. During FY 1971 only three persons were enrolled in the New Orleans program, the bulk of the funds being allocated to rural areas of the state which had no other occupational resources.

The relative emphasis on occupational education of each of these agencies can be seen in Table A.

Occupational Offerings

Of the total number of people receiving preparatory vocational training during FY 1971, 51.8 percent were receiving it at public high schools, 32.4 percent through postsecondary institutions and 15.8 percent through Federal Manpower programs. Looking at Table 4 we see that of the 16 occupational programs being offered in the secondary schools, 80.3 percent of the total number of persons enrolled were in two areas--office education (59.4 percent) and distributive education (20.9 percent).

Table A

NUMBER OF STUDENTS ENROLLED IN SKILL TRAINING IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS

NEW ORLEANS

Institution/Agency	Number Enrolled from City	Number from City in Skill Training
New Orleans Public Schools	19,718	3,712
Orleans Area Vocational Technical School	562	562
Delgado Junior College	7,474	1,272
MDTA	134	134
CEP	1,430	578
WIN	891	198
NYC II	312	246
JOP	3	3
NAB-JOBS	615	615

Note: Twenty-five persons enrolled in the WIN program received their training at Orleans Area Vocational Technical School and have been included in the totals of both agencies.

On the postsecondary level, of the 11 areas offered by Delgado Junior College, heaviest concentrations were in automotive (28.4 percent) and commercial art (13.9 percent). Orleans Area Vocational School shows its enrollees somewhat equally divided among its 17 occupational areas. The largest concentration in any one area was 9.8 percent in business training. Four other areas each had 7.5 percent. These were carpentry, child care, nurse's aide, and welding. Federal Manpower programs offering training in 22 areas showed the widest range of occupational programs. The largest concentration of people was being trained as clerk/typists, 27.3 percent of the total enrollment. The next largest area was custodial, accounting for 7.6 percent of total enrollment, and then nurse's aide (6.5 percent).

Table 4-A shows the relative concentration of each training level by occupational area. It is significant to note that no training was being offered by any level in the technical education area, while postsecondary and Federal Manpower programs were concentrating most of their efforts in the lower level trade and industry. Only three of the occupational areas were being covered by all three levels. Federal Manpower programs seemed to be offering the most balanced program while more than half of the offerings of the secondary and postsecondary schools were restricted to one of the six areas. The occupational options available to the latter two populations were limited. In the words of the Director of the Secondary Schools, "We are not reaching kids who pass through high school but don't test for licensed practical nursing or take distributive education or cooperative education."

Selected Services

As we would expect from the limited offerings, the ancillary services in the public schools were also limited. No vocational guidance and no placement services were available. According to the Director of Secondary Schools, the high school population was akin to the Federal Manpower population, but the state had refused to provide placement services for the former.

NYC II, on the other hand, had a good placement service for this age group. They retained up-to-date files of former enrollees and the program continued to contact them when jobs came in.

Adult Basic Education was offered to most of the manpower enrollees through the city public school system. However, the Orleans Area Vocational Technical School reported a pressing need for a remedial education program. English as a Second Language was offered to MDTA enrollees by Delgado Junior College. Delgado College also provided some instruction in Spanish. NYC II enrollees received instruction in English as a Second Language through the Community Action Agency. Child care in the city was limited, being only available to WIN enrollees through Welfare and to some NAB-JOBS enrollees on an individual contract basis. Medical care was limited too, being available only to WIN and CEP enrollees. While all the Federal Manpower programs were required to use the Employment Service for placement, there was a general feeling among Federal Manpower program directors that the Employment Service was somewhat less than effective in its screening process and that as result many large employers had turned to private agencies.

Characteristics of Students

As can be seen in Table 6, the population of the secondary schools in New Orleans is 60 percent male and 60 percent Black, although the population of the city is only 45 percent Black. This difference is partially attributed to the fact that many whites who live in the city send their children to private or parochial schools. According to the Director of Secondary Education for New Orleans, schools in the city are 99 percent white or 100 percent Black.

At the postsecondary level the Area School reported almost an even breakdown between males and females and an average age range of 20 to 25 years. The Area School also reported that approximately 50 percent of its students have completed high school.

Delgado Junior College reported 82 percent males, a slightly older population averaging between 25 and 30, and 40 percent Black. They estimated that 90 percent of their students have completed high school.

From Table 6 we can see that the Department of Labor programs were overwhelmingly Black with only two--MDTA (57 percent) and JOP (60 percent)--having a percentage of Blacks which was less than 90 percent. The directors of NYC II and CEP reported difficulty in attracting whites to the program. NYC II said that the Employment Service didn't seem to be referring whites to the program "perhaps because of a Black image." CEP contended that whites didn't apply for the program "because of a pride thing about poverty." CEP also pointed out that it didn't enroll any Spanish surname individuals because it would take too long to raise them to a level where they would be employable. None of the Department of Labor programs enrolled a significant number of Spanish surname persons. As these individuals constitute 10-15 percent of the total population of the city, this would appear to be a significant gap in services.

Regarding educational characteristics, MDTA reported that most of its enrollees had some high school. CEP reported that 41.4 percent of its enrollees had completed high school with another 40.7 percent having completed ninth grade. WIN reported that only 38 percent of its enrollees had completed high school. The NAB-JOBS program reported that 27 percent of its enrollees had completed high school, another 57 percent having some high school with the remaining 16 percent having completed eight or fewer grades. Although no high school or General Equivalency Diploma was required for admission to Delgado Junior College, program administrators estimated that 90 percent of the student body had completed high school.

III. Overlap, Duplications and Gaps

Looking at Appendix Table 7 we see that 3,669 persons or 51.2 percent of the total number of people in New Orleans enrolled in preparatory training were enrolled in programs offered by more than one agency. For a city with a somewhat limited variety of occupational offerings this would not seem to reflect a very effective allocation of limited resources.

As a slightly mitigating factor, however, it should be noted that only one of these programs, automobile mechanics, was offered by all three agencies and that most overlap, 93.4 percent, occurred between high school and postsecondary, presumably training for different entrance levels.

Programs Compared with the Local Labor Market

Comparison of labor market data with Appendix Table 4 indicates that three programs enrolling 240 persons or 3.4 percent of total occupational enrollment were training in surplus occupations.

However, it should be noted that this figure is deceptively low for the following reason. Surplus areas identified by the Employment Service were in some instances more specific than occupational classifications listed by the training agency. In such cases it is impossible to identify the exact number of people being trained in a surplus occupation.

There were three such areas in New Orleans: managers, sales clerks, and clerks. Because numbers of people being trained in these areas could not be broken out from two broad categories listed in Table 4, general distributive education and office occupations, these occupations were not listed in Table B-1. However, to the extent that these two broad occupational areas combined enrolled 2,979 persons or 41.6 percent of the total of all

Table B-1

NUMBER AND PERCENT OF STUDENTS ENROLLED IN TRAINING FOR OCCUPATIONS FOR WHICH THERE IS A SURPLUS OF WORKERS

NEW ORLEANS

Skill Training Programs	Number of Students Enrolled	Percent of Total Number of Students Enrolled in All Skill Training Programs
Repairmen	100	1.4%
Nurse's Aides	120	1.7
Machine Pressers	20	0.3
Total	240	3.4

Table B-1

NUMBER AND PERCENT OF STUDENTS ENROLLED IN TRAINING FOR OCCUPATIONS FOR WHICH THERE IS A SHORTAGE OF WORKERS

NEW ORLEANS

Skill Training Programs	Number of Students Enrolled	Percent of Total Number of Students Enrolled in All Skill Training Programs
Licensed Practical Nurses	131	1.8%
Machinists	153	2.1
Total	284	3.9

persons being trained, it is likely that the actual percentage of persons being trained for surplus occupations is considerably higher than the 3.4 percent figure in Table B-1. Only two of the six possible courses in surplus occupations were being offered by more than one agency--nurse's aide by the Federal Manpower and the postsecondary institutions and office occupations offered by the high schools and the postsecondary institutions.

Turning to shortage occupations, we can see from Table B-2 that 284 persons or 3.9 percent of the total enrollments were in shortage areas. Licensed practical nurse training was offered both by the high schools and the postsecondary schools. Machinists were being trained only at the post-secondary level. Other current shortage areas for which no training was being offered were registered nurses, physicians assistants, kitchen helpers, and laundry workers. Conceivably more training should be done in the health area.

Programs Compared with Population Groups

The New Orleans Public Schools enrolled 3,712 persons in occupational programs during FY 1971. If we add the 246 enrolled in training by NYC II we find that 3,958 persons in the 16 to 18 age group were being served by occupational programs.

Looking at Table C we find that this represents only 11.5 percent of all persons in this age group--14 percent of the males, nine percent of the females, 819 percent of the whites, and 14.2 percent of the Blacks between ages 16 and 18. Of all the whites being served in this age group, 98.3 percent received their training at the public high schools, the other 1.7 percent receiving their training at Federal Manpower related agencies. For Blacks the percentage trained at Federal Manpower related agencies goes up to nine percent with the remaining 91 percent being trained at public high schools.

Looking at postsecondary and Federal Manpower program enrollment relative to total population between 19 and 44 years we find that only 1.4 percent of the total population in this group was being served by occupational training programs--2.1 percent of the males, 0.9 percent of the females, 0.8 percent of the whites and 2.3 percent of the Blacks. Of all the Blacks in this age group, 59.5 percent received their training at secondary institutions while the remaining 40.6 percent were trained by Federal Manpower related agencies. Of all the whites, the percentage being trained at postsecondary institutions was 96.2 percent with the remaining 3.8 percent being trained at Federal Manpower related institutions.

IV. Management, Administration and Coordination

While there were a number of agencies in New Orleans which had established good working relationships with other agencies, there were also a number of conflicts. First, on the positive side; the city schools provided Adult Basic Education to WIN and CEP enrollees. Delgado College provided training to the public high schools through the Cooperative Program and also provided training to WIN and MDTA enrollees. Delgado also provided an English as a Second Language Program to NYC II enrollees. The Orleans Area Vocational Technical School also cooperated with the Department of Labor programs in making training available to MDTA, CEP, and WIN enrollees. WIN appeared to have a good relationship with a number of agencies. The Director had done a good job of utilizing community resources and was able to secure a large amount of free or partly subsidized training for enrollees from a number of private local schools and agencies. WIN also referred a number of enrollees to CEP for institutional training.

NAB-JOBS seemed to have a couple of bones of contention with both CEP and MDTA. According to NAB-JOBS, CEP, which has a 48-hour prior notice on all NAB-JOBS openings did not do a very good job of screening applicants for openings. As a result, it was claimed that many people were sent for interviews who did the NAB-JOBS program more harm than good. It was claimed

Table C

COMPARISON OF POPULATION GROUPS IN CITY WITH NUMBERS OF THESE GROUPS IN SKILL TRAINING

NEW ORLEANS

Population Group		Total Number in City	Number of Students Enrolled in Skill Training	Percent Enrolled
Age	Race/Sex			
16 to 18	Total	34,458	3,958	11.5%
	White	17,056	1,510	8.9
	Black	17,257	2,448	14.2
	Male	17,006	2,345	14.0
	Female	17,452	1,613	9.0
19 to 44	Total	189,308	2,744	1.4
	Black	104,829	835	0.8
	White	83,338	1,909	2.3
	Male	87,134	1,809	2.1
	Female	102,174	935	0.9

Note: In each age group the total of Blacks and whites may be somewhat less than the grand total. This difference represents the number of persons of other races, i.e. American Indian, Oriental residing in the city. Totals of whites include persons of Spanish surname.

by others that CEP felt strongly that it should have first preference in selecting people to be trained and the first crack at jobs in the area. NAB-JOBS also claimed that MDTA tried to use NAB-JOBS contractors as a source of jobs for their graduates who it is claimed, were not adequately trained for placement.

Responsible for overall coordination of manpower programs in New Orleans is the Executive Director of the Manpower Area Planning Council (MAPC). In addition to being responsible for New Orleans parish he is responsible for six other parishes. He pointed out the need for more coordination of counseling, recruitment, Adult Basic Education, and remedial education. The most pressing need he pointed out was a need for a coordinated approach to job development. Since geographic boundaries of many of the programs overlapped, they were all trying for the same job opportunities.

The MAPC Secretary pointed out that one of his own critical needs was for a good information system. He said that while he tried to get information from various programs, he didn't have the authority to compel it. He felt that while pieces of information were being kept on individual forms, data were not being compiled, totaled or analyzed. He felt that in seeking information, he was viewed as an "enemy" by program administrators.

V. Summary

In conclusion, it seems apparent that New Orleans has a number of needs in the area of vocational education.

The public high schools, lacking funds for instructors, facilities, and equipment were unable to offer an adequate vocational program. Somehow they must bring pressure to bear on the state to make more of a commitment to vocational education. The Director of Secondary Schools said that there was a great need for trade schools and possibly an area health vocational school. He also pointed out a need for additional Adult Basic Education classes. While the manpower programs wereattempting to meet vocational needs by providing a broad spectrum of occupational offerings, they were only making a small dent in a city which has the fifth largest poverty population in the United States. During FY 1971, WIN served 20 percent of those Aid-to-Families with Dependent Children (AFDC) recipients requiring services, but was providing skill training to only four percent. The WIN program pointed out that it could handle more people than were currently being referred by Welfare.

The NYC II program, only able to serve 4.5 percent of the young people who dropped out of high school during FY 1971, reported a lengthy waiting list. MDTA reported three applicants to every one selected. The Area Vocational Technical School also reported a long waiting list.

Specific populations clearly underserved in New Orleans were Spanish surname and poor people living in areas adjacent to the target areas. One problem seemed to be that while poor people within the largest areas were eligible for multiple services, poor people living just outside boundaries weren't eligible for any services.

Unions presented some constraints to training, but the major problems seemed to be a lack of imagination on the part of the people planning and approving training areas, and lack of effective responses to anticipated economic development.

Table 1

New Orleans

TOTAL NUMBER OF STUDENTS ENROLLED AND TOTAL NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL TRAINING IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS

INSTITUTION/AGENCY	TOTAL ENROLLED	NUMBER ENROLLED FROM CITY	NUMBER IN OCCUPATIONAL TRAINING (1)	NUMBER FROM CITY IN OCCUPATIONAL TRAINING
New Orleans Public Schools	19,718	19,718	3,712	3,712
Orleans Area Vocational School	625	562	625	562
Delgado Junior College	9,966	7,474	1,696	1,272
Manpower Development and Training Act	134	134	134	134
Concentrated Employment Program	1,430	1,430	578	578
Work Incentive Program	891	891	198	198
Neighborhood Youth Corps II	312	312	246	246
Jobs Optional Program	3	3	3	3
National Alliance of Businessmen-Job Opportunities in the Business Sector	647	615	647	615
New Orleans Public Schools - Adult	6,331	6,331	2,400	2,400

(1) Twenty-five persons enrolled in the wage incentive program were being trained at the Orleans Area Vocational School and were reported in the enrollments of both agencies.

Table 2

New Orleans

OCCUPATIONAL OFFERINGS IN PUBLIC INSTITUTIONS BY TYPE AND ENROLLMENT

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
New Orleans Public Schools - Secondary	
Distributive Education	775
Agricultural Production	74
Ornamental Horticulture	27
Automobile Mechanics	78
Commercial Art	31
Carpentry	35
Masonry	72
Drafting	25
Graphic Arts	39
Offset Lithography	18
Sheet Metal	36
Cosmetology	99
Shoe Repair	63
Clothing Services	31
Food Services	34
Office Education	2,171
Licensed Practical Nurse	104
TOTAL	3,712
Orleans Area Vocational Technical School	
Automobile Mechanics	34
Carpentry	47
Commercial Checking and Banking	40
Cosmetology	40
Electronics	36
Office Occupations	33
Sheet Metal	38
Practical Nursing	27
Automobile Transmission	21
Business Training	61
Cosmetology, Advanced	17
Cement Masonry	29
Child Care	47
Drafting	24
Nurse's Aide	47
Radio-Television	37
Welding	47
TOTAL	625
Delgado Junior College	
Graphic Art & Printing Technicians	75
Commercial Art	236
Carpentry	116
Cabinet Making	110
Painting & Decorating	75
Electrical Construction	135

Table 2
(Continued)

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Delgado Junior College (Cont'd)	
Automotive	482
Welding	162
Plumbing	64
Machinist	153
Culinary Arts	88
TOTAL	1,696
Public Schools - Adult	
Distributive Education	2,180
Licensed Practical Nurse	194
Nurse's Aide	26
TOTAL	2,400

Table 3

New Orleans

OCCUPATIONAL OFFERINGS IN FEDERAL MANPOWER OR EDUCATIONAL PROGRAMS: BY TYPE, ENROLLMENT, AND AGENCY PROVIDING TRAINING

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED	AGENCY PROVIDING TRAINING
Manpower Development and Training Act		
Ward Clerk Hospital	10	Private Hospital
Inhalation Therapy Technician	12	Public Junior College
Machine Press Operator	20	State Dept. of Education
General Duty Nurse	21	Private Hospital
Clerk Typist	4	Private Business School
Waste Water Treatment Plant Operator	19	Public Junior College
Painter	29	Public Junior College
Millman	19	Public Junior College
TOTAL	134	
Concentrated Employment Program		
Automobile Body Repair	50	Skill Center
Automobile Mechanic	20	Skill Center
Automobile Parts Sales	30	Skill Center
Clerical	100	Skill Center
Gasoline Engine Repair	20	Skill Center
Appliance Repair	50	Skill Center
Vending Machine Repair	50	Skill Center
Ward Clerk	20	Skill Center
Hotel and Motel Clerk	40	Skill Center
On-the-Job Training	46	Skill Center
Other	152	Skill Center
TOTAL	578	
Work Incentive Program		
Clerk Typist	75	Public College, Private Business School
Stenographer	23	Adult Education Center
Nurse's Aide	73	Hospital
Licensed Practical Nurse	24	Public School, Area Vocational School
Cosmetologist	2	Area Vocational School, Private
Orthopics	1	Public College
TOTAL	198	

Table 5
(Continued)

New Orleans

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED	AGENCY PROVIDING TRAINING
	Neighborhood Youth Corps II	
Clerk Typist	130	Southern Automation Business School
Maintenance Men	86	Housing Authority of New Orleans
Animal Keepers	30	Tulane Medical School
TOTAL	246	

Table 4

New Orleans

SUMMARY OF OCCUPATIONAL OFFERINGS AND NUMBER OF STUDENTS SERVED BY SECONDARY, POSTSECONDARY, AND DEPARTMENT OF LABOR PROGRAMS

OCCUPATIONAL OFFERINGS	TOTAL	HIGH SCHOOL	POSTSECONDARY	DEPARTMENT OF LABOR
Animal Science	30			30
Agricultural Production	74	74		
Ornamental Horticulture	27	27		
Distributive Education, General	775	775		
Hotel and Motel Clerk	40			40
Sales, Automobile Parts	30			30
Licensed Practical Nurse	131	104	27	
Nurse's Aide	120		47	73
Inhalation Therapist	12			12
General Duty Nurse	21			21
Orthoptic Aide	1			1
Child Care	47		47	
Bookkeeping	40		40	
Office Occupations	2,204	2,171	33	
General Business	61		61	
Clerk Typists	309			309
Ward Clerk	30			30
Automobile Mechanics	132	78	34	20
Commercial Art	267	31	236	
Carpentry	198	35	163	
Textiles	31	31		
Masonry	101	72	29	
Drafting	49	25	24	
Graphic Arts	132	57	75	
Sheet Metal	74	36	38	
Cosmetology	157	99	57	1
Shoe Repair	63	63		
Quantity Food Occupations	34	34		
Cabinetmaking	110		110	
Painting and Decorating	104		75	29
Appliance Repair	50			50
Vending Machine Repair	50			50
Stenographer	23			23
Machine Press Operator	20			20
Waste Water Treatment	19			19
Millman	19			19
Electricity	135		135	
Automotive Service	482		482	
Welding	209		209	
Plumbing	64		64	
Machinist	153		153	
Cook-Chef	88		88	
Electronics Communication	36		36	

Table 4
(Continued)

New Orleans

OCCUPATIONAL OFFERINGS	TOTAL	HIGH SCHOOL	POSTSECONDARY	DEPARTMENT OF LABOR
Automotive Transmission Repair	21		21	
Radio-Television	37		37	
Custodial	86			86
Automobile Body and Fender	50			50
Gas Engine Repair	20			20
Not Specified	198			198
TOTAL	7,164	3,712	2,321	1,131*

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* In addition to this total, 25 enrollees in the Work Incentive Program were trained at the Orleans Area Vocational School. Since these enrollments were also reported by the Area School, they have been eliminated here to prevent duplicated counts.

Table 4A

New Orleans

DISTRIBUTION OF OCCUPATIONAL ENROLLMENTS BY LEVEL AND AREA

AREA	LEVEL		
	SECONDARY	POSTSECONDARY	DEPARTMENT OF LABOR
Agriculture	2.7%	--%	2.6%
Distributive Education	20.9	--	6.2
Health	2.8	3.2	9.5
Home Economics(Gainful)	--	2.0	--
Business and Office	58.5	5.8	30.0
Technical Education	--	--	--
Trade and Industry	15.1	89.0	51.7
TOTAL	100.0%	100.0%	100.0%

CITY New Orleans

TABLE 5

SUMMARY OF SELECTED SERVICES AVAILABLE BY PROGRAM

AGENCY/INSTITUTION	VOCATIONAL GUIDANCE	COUNSELING	ADULT BASIC EDUCATION AND REMEDIAL EDUCATION	ENGLISH AS A SECOND LANGUAGE	LEGAL AID	CHILD DAY CARE	TRANSPORTATION	HEALTH SERVICES	JOB DEVELOPMENT AND PLACEMENT
New Orleans Public Schools		I		I			I		
Orleans Area Vocational Tech. Schl.	I	I	X	X		X			I
Delgado Junior College	I	I	I	I				*	I
MDTA Institutional	I	I	X	I	X	X	I	*	I
CEP	I	I	I		X	X	I	I	I
WIN	I	I	I		X	I	I	I	I
NYC II	I	I	I	X	X	I[1]			I
JOP	I	I	X	I	X	X	I	*	I

I = Provided by Program
X = Available by Referral

* Insufficient Information

[1] Provided only on an emergency basis

Table 6

New Orleans

PROGRAM ENROLLMENTS BY OFFERING AGENCY AND POPULATION GROUPS SERVED

INSTITUTION/AGENCY	TOTAL	BLACK	WHITE	SPANISH SURNAME	OTHER
Public Schools	100%	60%	40%		
Male	60%				
Female	40%				
Delgado Junior College	100	40	60		
Male	82				
Female	18				
Orleans Area Vocational Technical Schools	100	99	1		
Male	55				
Female	45				
Manpower Development and Training Act	100	57	42	1	
Male	55				
Female	45				
Concentrated Employment Program	100	99	1		
Male	66				
Female	34				
Work Incentive Program	100	99	1		
Male	1				
Female	99				
Neighborhood Youth Corps II	100	90	9	1	
Male	48				
Female	52				
Jobs Optional Program	100	60	0	40	
Male	0				
Female	100				
National Alliance of Businessmen-Job Opportunities in the Business Sector	100	98	2		
Male	65				
Female	35				

Table 7

New Orleans

NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY

OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY	NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY	PERCENTAGE OF TOTAL NUMBER OF STUDENTS ENROLLED IN ALL OCCUPATIONAL PROGRAMS
Licensed Practical Nurse	131	1.8%
Nurse's Aide	120	1.7
Office Occupations	2,204	30.8
Automobile Mechanic	132	1.8
Commercial Art	267	3.7
Carpentry	198	2.8
Masonry	101	1.4
Drafting	49	.7
Graphic Arts	132	1.8
Sheet Metal	74	1.0
Cosmetology	157	2.2
Painting and Decorating	104	1.5
TOTAL	3,669	51.2%

Section 15

PORTLAND

I. Introduction

The city of Portland, Oregon has a population of 382,619 according to the 1970 Census. While the metropolitan area had a growth rate of almost 26 percent during the last decade, the city of Portland grew only 2.8 percent during this same period.

Five percent of Portland's population is Black and less than one percent is Spanish surnamed. Approximately 10 percent of the population have incomes under the poverty level.

The lumber industry, which has traditionally been associated with the city, is in a state of decline. During the sixties, manufacturing employment gains were reported in the durable goods sector, while non-durable manufacturing employment declined. Wholesale and retail trade provides 21 percent of total employment in the city with the government sector providing 16 percent each. These three areas had the highest growth rates during the last decade. Manufacturing accounts for less than 20 percent of total employment.

In studies made by the State of Oregon Employment Service, it was indicated that lack of education and skill experience prevents some 54 percent of the disadvantaged population from finding productive employment. These studies also revealed that the same barrier existed for many individuals who are not classified as disadvantaged but who registered with the Employment Service.

Within the city of Portland, transportation is fairly good, however, there is some difficulty in reaching the suburban or outlying areas where much of the new industry and other employers are locating.

Historically unemployment Portland runs slightly above the national average. The Portland labor market took a sharp downturn during the 1970-71 national recession. Unemployment rose for the SMSA from 3.5 percent in 1969 to 5.6 percent in 1970, and 6.1 percent in 1971. Surveys of Census tracts with the highest unemployment rates, the CEP target area, indicate unemployment rates almost double that for the SMSA.

II. Occupational Education in Portland

Vocational education is available to eleventh and twelfth grade students in the Portland Public Schools. The schools also operate vocational villages, an exemplary vocational program for dropouts. The Residential Manpower Center (Job Corps) is under the joint sponsorship of the Public Schools and the Employment Service.

Three Community Colleges served Portland residents during Fiscal Year 1971. Clackamus Community College, located in suburban Clackamus County, and Mt. Hood Community College, located in the southern tip of Multanomah County, served together approximately 500 Portland students. Portland

Community College, operating from 7:00 am to 11:00 pm, offers a large number of vocational programs. The college offers programs in many different areas of the city. Recently, the school was designated as the Manpower Development Training Center.

There are no academic requirements for entrance into the Portland Community College, however, there is a minimum age of 16. Tuition is $83.00 per quarter.

Portland Community College operated a large apprenticeship program enrolling individuals from the entire metropolitan area. Slightly more than 500 were enrolled from the city of Portland. Adult programs conducted by Mt. Hood Community College enrolled 270 Portland residents.

Nine Manpower training programs were in operation during Fiscal Year 1971. These are listed in Table A. It was reported that a long waiting list faces potential enrollees for CEP, WIN AND NYC II programs.

Table A lists total city enrollments and total occupational enrollments by agency. These totals are not additive in that enrollees in Federal manpower programs who receive skill training at Community Colleges are counted by both agencies.

TABLE A

TOTAL NUMBER OF STUDENTS ENROLLED AND TOTAL NUMBER OF STUDENTS ENROLLED IN SKILL TRAINING IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS

PORTLAND

Institution/Agency	Number Enrolled From City	Number From City In Skill Traini
PORTLAND PUBLIC SCHOOLS	16,694	3,834
PORTLAND COMMUNITY COLLEGE	16,271	4,849
MT. HOOD COMMUNITY COLLEGE	1,540	123
CLACKAMUS COMMUNITY COLLEGE	(1)	16
MDTA	687	687
CEP	1,056	264
WIN	959	496
NYC II	102	74
OIC	100	0
MDTA-OJT	13	13
JOP	88	88
NAB JOBS	161	161
RESIDENTIAL MANPOWER CENTER (JOB CORPS)	338	338
PORTLAND COMMUNITY COLLEGE-APPRENTICESHIP	512	512
MOUNT HOOD COMMUNITY COLLEGE-ADULT	270	270

NOTE: 587 enrollees in Federal manpower programs were trained by the community college and also reported in their totals.

(1) Data not available.

The bulk of skill training takes place at the post-secondary level. Portland Community College enrollments include both day and evening students. WIN and MDTA are the two DOL programs with the largest occupational enrollments from the city.

Occupational Offerings:

The widest choice of occupational offerings is available at the post-secondary level, where 66 different offerings were available. Federal manpower program enrollees were enrolled in 38 different occupational offerings. Secondary students had 27 available offerings.

Table 4A shows areas of concentration for each of the three levels by the seven occupational areas.

Table 4A

Portland

DISTRIBUTION OF OCCUPATIONAL ENROLLMENTS BY LEVEL AND AREA

AREA	LEVEL		
	SECONDARY	POSTSECONDARY	DEPARTMENT OF LABOR
Agriculture	1.9%	0.7%	2.6
Distributive Education	8.3	3.6	3.8
Health	3.7	16.8	5.1
Home Economics (Gainful)	2.3	0.4	---
Business & Office	54.9	34.8	26.3
Technologies	9.5	33.5	1.8
Trade & Industry	19.4	10.2	42.0
Other			18.4
TOTAL	100.0%	100.0%	100.0%

Secondary enrollments are concentrated in business and office with over two thousand enrolled in clerical courses and over two thousand enrolled in business administration. As can be seen in Table 4A, almost 55 percent of the enrollments are in their area. The only other area of any significant size is trades and industry with slightly more than 19 percent of the enrollments. A large number of these are in electronics and auto mechanics.

Postsecondary enrollments are almost equal in business and office (34.8 percent) and technical(33.5 percent). Sizeable enrollments were also reported in health (16.8 percent) and trades and industry (10.2 percent.)

Federal manpower program enrollments were concentrated in trades and industry (42 percent) with large enrollments in general mechanics, metalworking, and food service. Business and office courses enrolled 26.2 percent, mostly in clerical and general business courses. These percentages represent those enrollments where specified. In several of the programs, enrollments were reported for which there was no course offerings given. These totaled 335 for all the Federal manpower program.

Selected Services

The Oregon Employment Service is the subcontractor for manpower services for the Manpower training programs. These manpower services include recruitment, vocational guidance, certification, job development and job placement. The Community Colleges do their own placement and follow up, as do the Portland Public Schools.

All the institutional manpower programs allocate compensatory funds to their enrollees for transportation. Portland Community College operates a bus for handicapped students.

Portland was one of the few sampled cities to have child care facilities located at all the Community Colleges. Medical care services at the Residential Manpower Center were the most extensive of any of the programs we visited. Average medical expenses per enrollee approach $400 per man year.

Adult Basic or Remedial Education was available to all the institutional training programs. Most of the manpower porgrams utilized the remedial education program at Portland Community College. OIC, NYC II, and the Residential Manpower Center operate their own remedial education components.

Characteristics of Students

Enrollment in the Portland public schools is overwhelmingly white, reflecting the population of the city. In fact, the schools report an eight percent Black enrollment, while only five percent of the city's residents are Black.

Portland Community College reports that 85 percent of their enrollments were white and 10 percent Black, with approximately one percent Spanish surnamed.

Of the Federal manpower programs, MDTA, WIN, NYC II, and the Residential Manpower Center all reported predominatly white enrollments. CEP and OIC reported predominatly Black enrollments. Racial and sex characteristics are reported in Table 6. These programs reported that enrollments of Spanish surnamed individuals ranged from two percent to eight percent of these totals.

The public schools enrolled slightly more females than males, 55 percent to 45 percent. Portland Community College enrolled slightly more males than females (51 percent to 49 percent), however, Mt. Hood enrolled 71 percent males to 29 percent females.

Federal manpower programs all enrolled a majority of males. Even WIN, which was predominatly female in most of the cities surveyed, reported that 53 percent of its enrollment were male.

III. Overlap, Duplication and Gaps

Thirty-two skill training courses or programs are available through more than one agency or institution in Portland. These programs account for slightly more than 67 percent of the total occupational enrollments in Portland. However, Portland Community College provides most of the training for MDTA and CEP in over half of WIN training. Most of the offerings reported by these programs are not overlaps, but actually examples of coordination and effective use of available resources.

The area where the most overlap occurs is business and office, particularly in clerical courses. The other overlapped courses are throughout all the occupational areas. Table 7 lists all the courses which were available at more than one agency or institution. Reference to Table 4 will indicate where the overlap occurred.

Programs Compared with the Labor Market

As can be seen in Table B-1 only 7.4 percent of the enrollments in Portland are in areas where there is a surplus of workers. However, of the five surplus occupations, four are offered by more than one agency or institution. Because of the relatively tight labor market in Portland this could cause some undesirable duplication of effort.

Table B-2 lists those courses or programs which are training in areas where there is a shortage of workers in the Portland area. These four areas enroll 3,476 or almost 18 percent of the total skill training enrollments in the city.

TABLE B-1

NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN TRAINING FOR OCCUPATIONS FOR WHICH THERE IS A SURPLUS OF WORKERS

PORTLAND

OCCUPATIONAL OFFERING	NUMBER OF STUDENTS ENROLLED	PERCENTAGE OF TOTAL NUMBER OF STUDENTS ENROLLED IN ALL SKILL TRAINING PROGRAMS
Drafting	63	
Drafting Technology	809	
Electronics	269	
Welding	344	
Construction Trades	56	
TOTAL	1,541	7.4%

TABLE B-2

NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN TRAINING FOR OCCUPATIONS FOR WHICH THERE IS A SHORTAGE OF WORKERS

PORTLAND

OCCUPATIONAL OFFERING	NUMBER OF STUDENTS ENROLLED	PERCENTAGE OF TOTAL NUMBER OF STUDENTS ENROLLED IN ALL SKILL TRAINING PROGRAMS
Licensed Practical Nurse	260	
Commercial Sewing	23	
Secretary/Stenography	996	
Clerical	2,197	
TOTAL	3,476	17.9%

Programs Compared with Population Groups

Table C compares occupational program enrollments for youths (16-18) and adults (19-44) with their target populations. Because data on the Spanish surnamed population does not follow the same age groups, it was not possible to give a separate Spanish surname breakdown. Therefore, Spanish surnamed individuals are included in the totals.

TABLE C

COMPARISON OF POPULATION GROUPS IN CITY WITH NUMBERS OF THESE GROUPS IN OCCUPATIONAL TRAINING

PORTLAND

POPULATION GROUP AGE	POPULATION GROUP RACE	TOTAL NUMBER IN CITY	NUMBERS OF STUDENTS ENROLLED IN OCCUPATIONAL PROGRAMS	PERCENT ENROLLED
16-18	TOTAL	20,150	4,145	20.6%
	WHITE	18,763	3,772	20.1
	BLACK	1,387	373	26.8
	MALE	9,921	1,948	19.6
	FEMALE	10,670	2,197	20.5
19-44	TOTAL	121,776	6,536	5.3
	WHITE	111,644	5,752	5.1
	BLACK	6,803	784	11.5
	MALE	57,789	3,464	5.9
	FEMALE	63,987	3,072	4.8

NOTE: Totals for the Spanish surnamed population are included in the white totals.

In the 16 to 18 age group there are more Blacks than whites enrolled in skill training programs. This reflects both the NYC II and the public schools' large enrollment of Blacks proportionatly to their number in the population. Slightly more females than males are enrolled in this age group.

In the 19 to 44 age group about 5.3 percent of the population is enrolled in skill training. If we include OJT and adult programs, the percentage goes to 6.2 percent. Proportionately, Blacks have a higher participation rate, almost twice that of whites. In line with what we found in most cities, fewer females than males were enrolled in skill training programs in this age group.

IV. Management, Administration and Co-ordination

Linkage between Federal manpower programs and public postsecondary programs was very good in Portland. As the designated MDTA Skill Center, over 90 percent of all CEP and MDTA training is done at Portland Community Colleges. About 70 percent of WIN training is done at public agencies, largely Portland Community College and Mt. Hood. The public schools run the residential Manpower Center. The Residential Manpower Center was recently accredited as a high school, and now offers a diploma. Moreover, there was an eagerness for manpower programs on behalf of the Community Colleges to provide training.

The Manpower Area Planning Council (MAPC) is funded through the Mayor's Office. The Secretary of MAPC feels that the current CAMPS plan is not a plan, but a collection of proposals. If a true plan were to be drawn up, the MAPC would require evaluative data that it currently does not have the power to gather. In addition, the public vocational schools need to be included under the MAPC umbrella.

Both MAPC and the Employment Service contend that better coordination of job development is necessary. Too many of the same employers are being swamped by job developers from competing agencies. Most manpower administrators were not too aware of what was being done by public vocational programs, except for those they had direct contact with through contracts.

V. Summary

Most of the skill training available in Portland is provided by the postsecondary institutions, particularly Portland Community College. This institution was one of the most unique institutions we visited. Subscribing to the theory that postsecondary education should be like a supermarket, with individuals able to shop for what they needed, the main campus is set up much like a shopping center. In addition, programs are provided anywhere in the city there is a need. This institution also had a truly open door policy providing education resources for individuals from basic education up through two-year degree granting programs. The fact that this institution provided so much of the training for Federal manpower programs largely prevented any undesirable duplication. The fact that many of the programs offered were in shortage areas also tended to prevent undesirable duplication.

The only serious duplication might be in the business and office area. Even though some of the occupations in this area were on the shortage area, the large enrollments at all levels might potentially cause problems.

It was the concensus of most administrators that the most serious problems were the gaps, the lack of training available for many who needed and desired it. This was particularly true of the manpower programs, which often had waiting lists. The public school program had a new director who was anxious to expand and improve offerings at that level.

Table 1

Portland

TOTAL NUMBER OF STUDENTS ENROLLED AND TOTAL NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL TRAINING IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS

INSTITUTION/AGENCY	TOTAL ENROLLED	NUMBER ENROLLED FROM CITY	NUMBER IN OCCUPATIONAL TRAINING(1)	NUMBER FROM CITY IN OCCUPATIONAL TRAINING
Portland Public Schools	16,694	16,694	3,834	3,834
Portland Community College	34,620	16,271	10,725	4,849
Mount Hood Community College	13,713	1,540	1,036	123
Clackamus Community College	(2)	(2)	795	16
(1) Manpower Development and Training Act	723	687	699	687
Concentrated Employment Program	1,056	1,056	264	264
Work Incentive Program	1,279	959	661	496
Neighborhood Youth Corps II	182	102	106	74
Opportunities Industrial Center	100	100	0	0
Residential Manpower Center (Job Corps)	676	338	676	338
Manpower Development and Training Act-On-The-Job Training	13	13	13	13
Jobs Optional Program	88	88	88	88
National Alliance of Businessmen-Job Opportunities in the Business Sector	230	161	230	161
Portland Community College-Apprenticeships	1,583	512	1,583	512
Mount Hood Adult	2,459	270		270

(1) Five-hundred and eighty-seven Department of Labor enrollees were trained by the Community Colleges and also reported in their totals.

(2) Data not available.

Table 2

Portland

OCCUPATIONAL OFFERINGS IN PUBLIC INSTITUTIONS BY TYPE AND ENROLLMENT

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Portland Public Schools	
Aerospace	55
Automobile Body Repair	51
Automobile Mechanics	258
Drafting Mechanics	22
Industrial Mechanics	17
Machine Technology	100
Clerical	21
Hospital Worker	57
Nurse's Aide	13
Medical Assistant	26
Dental Assistant	25
Foundry	19
Metal Fabrication	53
Patternmaking	8
Electrician	240
Industrial Electronics	75
Cosmetology	26
Child Care	23
Building Construction	56
Drafting	57
Graphic Arts	43
Secretarial/Stenographer	753
Clerical, General	912
Bookkeeping	441
Marketing	320
Foods	66
Commercial Sewing	23
Wood Products	2
Agriculture	72
TOTAL	3,834
Clackamas Community College	
Accounting	16
Automobile Body Repair	42
Automobile Mechanics	56
Automobile Partsman	12
Automotive Services	5
Bookkeeping, Clerical	29
Child Care Education Specialists	10
Computer Programming	20
Keypunch Operator	28
Educational Aide	13
Electronics Technology	68

Table 2
(continued)

Portland

Clackamas Community College (cont'd)

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Wastewater Treatment Plant Operation	10
Water Quality and Sanitation Technology	25
Fashion Merchandising	27
Drafting Technology	32
Electronics Technician	6
Graphic Arts	13
Industrial Mechanics	20
Law Enforcement	62
Machine Tool Technology	5
Medical Assistant	21
Medical Secretary	10
Merchandising Midmanagement	24
Ornamental Horticulture	26
Practical Nursing	45
Secretarial	99
Video Technology	18
Welding Technology	16
Child Care Education	37
TOTAL	795

Portland Community College

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Instructional Materials	74
Data Processing	580
Food Services	130
Graphics	219
Radio and Television	130
Photography	32
Health	397
Medical Laboratory Technician	55
Medical Records Technology	35
Dental Technology	506
Radiologic Technology	205
Associate Degree Nurse	434
Licensed Practical Nurse	189
Business Administration	1,257
General Business	547
Clerical	1,041
Law Enforcement	1,208
Fire Protection	313
Air Transportation	251
Automobile Technology	306
Machine Technology	99
Welding Technology	323
Civil Engineering	318
Drafting Technology	720
Electronics Technology	513
Mechanical Engineering	349
TOTAL	10,231

Table 2
(continued)

Portland

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Mount Hood Community College	
Ornamental Horticulture	15
Automobile Mechanics	61
Mechanics, Other	15
Aviation Occupations	60
Drafting Occupations	18
Electronic Occupations	18
Foremanship, Supervision and Management Development	46
Metalworking Occupations	35
Commercial Pilot Training	120
Accounting and Computing	45
Information, Communications Occupations	49
Stenography, Secretarial and Related	60
Typing and Related Occupations	15
Civil Technology	32
Practical Nurse, Vocational	26
Nurse's Aide	50
Surgical Technician	13
Occupational Therapy Assistant	11
Physical Therapy Assistant	40
Inhalation Therapy Technology	40
Mortuary Science	40
Food Management, Production and Service	28
Forestry	48
Finance and Credit	10
Real Estate	9
Transportation	50
Retail Trade, Other	45
Electronics Technology	37
TOTAL	1,036
Mount Hood Community College-Adult	
Ornamental Horticulture	23
Automobile Mechanics	289
Mechanics, Other	194
Business Machine Maintenance	17
Drafting Occupations	23
Electronics Occupations	22
Metalworking Occupations	115
Fireman Training	50
Small Engine Repair	116
Electronics Technology	59
Automobile Body and Fender	156
Accounting and Computing	183
Information Communications Occupations	142
Stenographic, Secretarial, and Related	433
Typing and Related Occupations	238

Table 2
(continued)

Portland

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Mount Hood Community College - Adult (cont'd)	
Finance and Credit	33
Real Estate	97
Transportation	12
Retail Trade, Other	100
TOTAL	2,302

Table 3

Portland

OCCUPATIONAL OFFERINGS IN FEDERAL MANPOWER OR EDUCATIONAL PROGRAMS: BY TYPE, ENROLLMENT, AND AGENCY PROVIDING TRAINING

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED	AGENCY PROVIDING TRAINING
	Manpower Development and Training Act	
Food Preparation and Service	54	Portland Community College
Clerical	159	Portland Community College
Welders, Frame Cutters and Related	151	Portland Community College
Metalmachining Occupations	74	Portland Community College
Aircraft and Engine Mechanic	1	Portland Community College
Policewomen	1	Portland Community College
Community Organization Workers	11	Portland Community College
Television Service	4	Portland Community College
Draftsmen	4	Portland Community College
Associate Degree Nurse	5	Portland Community College Lower Columbia C. C.
Licensed Practical Nurse	46	Portland Community College Portland Adventist Clackamus Community College
Engineering Technology	1	Portland Community College
Cosemtology	23	Private
Law Enforcement	3	Portland Community College
Dental Laboratory Technician	3	Portland Community College
Programmer	5	Portland Community College Clackamus Community College
Child Care	1	Portland Community College
Air Frame and Power Plant Mechanic	1	Portland Community College
Graphic Arts	4	Portland Community College
Freight Rate Clerk	2	Portland Community College Mount Hood Community Colleg
Community Organization Worker	1	Portland Community College
Draftsmen	17	Portland Community College
Automobile Mechanic	25	Portland Community College
Manager Trainee	4	Portland Community College
Medical Laboratory Technician	6	Portland Community College
Accounting	1	Clackamas Community College
Nurse's Aide	26	Mount Hood Community College
Sales	9	Private
Truck Driver	4	Private
Barber	10	Private
Computer Operator	3	Portland Community College
Floral Design	1	Private
Electronic Technology	3	Portland Community College
Medical Assistant	1	Clackamas Community College
Cook	1	Portland Community College
Clerical	2	Private
Welder	1	Mount Hood Community College

Table 3
(continued)

Portland

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED	AGENCY PROVIDING TRAINING
Manpower Development and Training Act (cont'd)		
Interior Decorator	1	Private
Radio and Television Repair	7	Portland Community College Mount Hood Community College
Laboratory Tester	1	Mount Hood Community College
Reproduction Technology	1	Portland Community College
Medical Records Technology	1	Portland Community College
Recreational Therapist	1	Mount Hood Community College
Oceanographic Aide	1	Clatsop Community College
Cook	3	Portland Community College
Engineering Aide	1	Portland Community College
Illustrator	1	Portland Community College
Associate Degree Nurse	5	Portland Community College Lower Columbia C. C.
Programmer	4	Portland Community College Western Business Institute
Diesel Mechanic	2	Portland Community College
Occupational Training, Not Specified	2	
TOTAL	699	
Concentrated Employment Program		
Food Preparation	6	Portland Community College Skill Center
Clerical Bookkeeping	40	Portland Community College Skill Center
Welders	8	Portland Community College Skill Center
Machine Operators	4	Portland Community College Skill Center
Sales Merchandise	15	Portland Community College Skill Center
Health, Nurse's Aide	20	Portland Community College Skill Center
Individual Referral	23	Portland Community College Skill Center
Occupational Training, Not Specified	148	Portland Community College Skill Center
TOTAL	264	
Work Incentive Program		
Typing, Clerical and Machine Operator	7	Portland Community College
Typing, Clerical and Machine Operator	1	Mount Hood Community College
Typing, Clerical and Machine Operator	56	Private Schools
Receptionist and Stenographer, Secretarial	14	Portland Community College

Table 3
(continued)

Portland

Work Incentive Program (cont'd)

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED	AGENCY PROVIDING TRAINING
Receptionist and Stenographer, Secreterial	5	Mount Hood Community College
Receptionist and Stenographer, Secreterial	74	Private
Beauty Operator, Barber	54	Private
Mechanics, Automobile Body, Aircraft	53	Portland Community College
Mechanics, Automobile Body, Aircraft	10	Mount Hood Community College
Mechanics, Automobile Body, Aircraft	7	Clackamas Community College
Mechanics, Automobile Body, Aircraft	14	Private
Electronics	5	Portland Community College
Electronics	2	Mount Hood Community College
Electronics	1	Clackamus Community College
Electronics	3	Private
Accounting and Bookkeeping	13	Portland Community College
Accounting and Bookkeeping	4	Mount Hood Community College
Accounting and Bookkeeping	1	Clackamas Community College
Accounting and Bookkeeping	18	Private
Data Processing	11	Portland Community College
Data Processing	3	Private
Draftsman	14	Portland Community College
Draftsman	1	Mount Hood Community College
Draftsman	2	Portland State College
Draftsman	3	Private
Heavy Equipment Operators	6	Private
Dental Technology	7	Portland Community College
Dental Technology	3	Private
Medical Technology	9	Portland Community College
Industrial Materials Aide	3	Portland Community College
Technical Illustrator	2	Portland Community College
Technical Illustrator	1	Private
Laboratory Technician	7	Portland Community College
Truck Driver	6	Private
Upholstery	7	Private
Law Enforcement	5	Portland Community College
Law Enforcement	3	Portland State College
Welding	6	Portland Community College
Welding	1	Mount Hood Community College
Welding	1	Clackamas Community College
Welding	5	Private
Community Aide	7	Portland Community College
Community Aide	1	Mount Hood Community College
Cook	2	Portland Community College
Driver Training	11	Private
Miscellaneous	3	Private
Air Frame and Power Plant Repair	4	PortlandCommunity College
Commercial Art	3	Portland Community College
Commercial Art	3	Private
Machinist	2	Portland Community College
Machinist	2	Private
Advertising Illustrator	3	Private
Miscellaneous - Transportation Specified	49	Community College
Engineering Aides	3	Mount Hood Community College
Engineering Aides	3	Private

Table 3
(continued)

Portland

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED	AGENCY PROVIDING TRAINING
Work Incentive Program (cont'd)		
Licensed Practical Nurse	28	Portland Community College
Licensed Practical Nurse	1	Clackamas Community College
Licensed Practical Nurse	1	Mount Hood Community College
Licensed Practical Nurse	2	Private
		Portland State College
Occupational Training, Not Specified	85	
TOTAL	661	
Neighborhood Youth Corps II		
Clerical	19	Non-Profit Agencies Community Colleges Vocational Villages
Domestic Service	12	Non-Profit Agencies Community Colleges Vocational Villages
Forestry	49	Non-Profit Agencies Community Colleges Vocational Villages
Machine Trades	18	Non-Profit Agencies Community Colleges Vocational Villages
Bench Work Occupations	8	Non-Profit Agencies Community Colleges Vocational Villages
TOTAL	106	
Residential Manpower Center		
Mechanics	230	In-House
Business Occupations	122	In-House
Health Occupations	88	In-House
Metals	61	In-House
Food Service	101	In-House
Other	74	In-House
TOTAL	676	

Table 4

Portland

SUMMARY OF OCCUPATIONAL OFFERINGS AND NUMBER OF STUDENTS SERVED BY SECONDARY, POSTSECONDARY, AND DEPARTMENT OF LABOR PROGRAMS

OCCUPATIONAL OFFERINGS	TOTAL	HIGH SCHOOL	POSTSECONDARY	DEPARTMENT OF LABOR
Ornamental Horticulture	41		41	
Forestry	96		48	48
Agriculture, General	72	72		
Finance and Credit	10		10	
Real Estate	9		9	
Transportation	361		301	60
Retail Trade	374	320	45	9
Automobile Parts	12		12	
Merchandising, Mid-Management	24		24	
Food Management, Production and Service	28		28	
Fashion Merchandising	27		27	
Nurse's Aide	63	13	50	
Licensed Practical Nurse	260		260	
Surgical Technician	13		13	
Occupational Therapy Assistant	11		11	
Physical Therapy Assistant	41		40	1
Inhalation Therapy	40		40	
Mortuary Science	40		40	
Medical Assistant	47	26	21	
Medical Laboratory Technician	56		55	1
Medical Records Technician	56	21	35	
Dental Technician	509		506	3
Radiological Technician	205		205	
Associate Degree Nurse	434		434	
Health Occupations, General	542	57	397	88
Dental Assistant	25	25		
Food Management Production	66	66		
Care & Guidance of Children	70	23	47	
Accounting and Computing	80		61	19
Information Communication Occupations	49		49	
Stenography, Secretarial	996	753	169	74
Typing	15		15	
Bookkeeping	481	441	29	11
Keypunch	28		28	
Computer Programming	23		20	3
Materials Support	74		74	
Data Processing	580		580	
Business Administration	1,257		1,257	
General Business	669		547	122
Clerical	2,197	912	1,041	244
Supervisory Development	494		494	
Manager Trainee	4			4

Table 4
(Continued)

OCCUPATIONAL OFFERINGS	Portland TOTAL	HIGH SCHOOL	POSTSECONDARY	DEPARTMENT OF LABOR
Civil Engineering Technology	350		350	
Electronic Technology	693	75	618	
Waste Water Technology	10		10	
Water Quality & Sanitation	25		25	
Electronic Communications Technician	6		6	
Police Science	1,273		1,270	3
Machine Tool Technology	204	100	104	
Video Technician	18		18	
Fire Service & Safety	313		313	
Automotive Technology	306		306	
Drafting Technology	809	57	752	
Mechanical Engineering Technician	349		349	
Community Aide	20			20
Education Aide	13		13	
Oceanographic Technology	1			1
Engineering Aide	8			8
Automobile Body & Fender	93	51	42	
Metalworking	215	80	35	100
Automobile Mechanic	375	258	117	
Mechanics, General	346	17	15	314
Aviation Occupation	237	55	180	2
Drafting	63	22	18	23
Diesel Mechanic	2			2
Electronics	269	240	18	11
Foremanship & Supervision	46		46	
Automotive Services	5		5	
Graphic Arts	275	43	232	
Industrial Mechanic	20		20	
Radio & Television Repair	130		130	
Photography	32		32	
Cosmetology	103	26		77
Construction Trades	56	56		
Commercial Sewing	23	23		
Woodworking	2	2		
Truck Driver	10			10
Barber	10			10
Cook/Chef	6			6
Interior Decorator	1			1
Bench Work Occupations	8			8
Heavy Equipment Operator	6			6
Upholstery	7			7
Commercial Art	3			3
Custodial	12			12
Welding	344		339	5
Illustrator	7			7
Food Services	291		130	161
Other	335			335
TOTAL	18,209	3,834	12,556	1,819*

*Department of Labor programs enrolled an additional 587 persons who were trained at and reported by postsecondary institutions. They are excluded from this total to prevent double counting.

Table 4A

Portland

DISTRIBUTION OF OCCUPATIONAL ENROLLMENTS BY LEVEL AND AREA

AREA	LEVEL		
	SECONDARY	POSTSECONDARY	DEPARTMENT OF LABOR
Agriculture	1.9%	0.7%	2.6
Distributive Education	8.3	3.6	3.8
Health	3.7	16.8	5.1
Home Economics (Gainful)	2.3	0.4	---
Business & Office	54.9	34.8	26.2
Technologies	9.5	33.5	7.3
Trade & Industry	19.4	10.2	36.6
Other			18.4
TOTAL	100.0%	100.0%	100.0%

CITY Portland

TABLE 5

SUMMARY OF SELECTED SERVICES AVAILABLE BY PROGRAM

AGENCY/INSTITUTION	VOCATIONAL GUIDANCE	COUNSELING	ADULT BASIC EDUCATION AND REMEDIAL EDUCATION	ENGLISH AS A SECOND LANGUAGE	LEGAL AID	CHILD DAY CARE	TRANSPORTATION	HEALTH SERVICES	JOB DEVELOPMENT AND PLACEMENT
Portland Public Schools		I					I		I
Clackamus Community College	*	I	*	*		*	*	*	*
Mount Hood Community College		I	I			I		I	I
Portland Community College	I	I	I			I	I	(1)	I
MDTA - Institutional		I	I			X	I	I	I
CEP		I	I			I	I	I	I
WIN	I	I	I	I		X	I	I	I
NYC II		I	I				I	I	I
OIC	I	I	I						I
MDTA-OJT		I							I
JOP		I							I
NAB-JOBS		I	X					X	I
Residential Job Corps Center	I	I	I		X		I	I	I

I = Provided by Program
X = Available by Referral
* Insufficient Information

Table 6

Portland

PROGRAM ENROLLMENTS BY OFFERING AGENCY AND POPULATION GROUPS SERVED

INSTITUTION/AGENCY	TOTAL	BLACK	WHITE	SPANISH SURNAME	OTHER
Portland Public Schools	100%	8%	90%	N.A.	2%
Male	45%				
Female	55%				
Portland Community College	100	10	85	1	4
Male	51				
Female	49				
Mount Hood Community College	100	2	98		
Male	71				
Female	29				
Manpower Development and Training Act	100	7	88	3	2
Male	62				
Female	38				
Concentrated Employment Program	100	75	23	2	
Male	50				
Female	50				
Work Incentive Program	100	25	67	5	3
Male	53				
Female	47				
Neighborhood Youth Corps II	100	24	66	3	7
Male	75				
Female	25				
Opportunities Industrial Center	100	70	30		
Male	55				
Female	45				
Manpower Development and Training Act-On-The-Job Training	100	24	68	8	
Male	80				
Female	20				
Jobs Optional Program	100	35	65		
Male	65				
Female	35				
National Alliance of Businessmen-Job Opportunities in the Business Sector	100	11	72	17	
Male	93				
Female	7				
Residential Manpower Center	100	19	74	Included in White Total	7
Male	60				
Female	40				

Table 7

Portland

NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY

OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY	NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY	PERCENTAGE OF TOTAL NUMBER OF STUDENTS ENROLLED IN ALL OCCUPATIONAL PROGRAMS
Forestry	96	0.5%
Transportation	361	2.0
Retail Trade	374	2.0
Nurse's Aide	63	0.3
Physical Therapy Assistant	41	0.2
Medical Assistant	47	0.3
Medical Laboratory Technician	56	0.3
Medical Records Technician	56	0.3
Dental Technician	509	2.8
Health Occupations General	542	3.0
Care and Guidance of Children	70	0.4
Accounting and Computing	80	0.4
Stenography, Secretarial	996	5.5
Bookkeeping	481	2.6
Computer Programming	23	0.1
General Business	669	3.7
Clerical	2197	12.1
Electronic Technology	693	3.8
Police Science	1273	7.0
Machine Tool Technology	204	1.1
Drafting Technology	809	4.4
Automobile Body and Fender	93	0.5
Metalworking	215	1.2
Automobile Mechanic	375	2.1
Mechanics General	346	1.9
Aviation Occupation	237	1.3
Drafting	63	0.3
Electronics	269	1.5
Graphic Arts	275	1.5
Cosmetology	103	0.6
Welding	344	1.9
Food Services	291	1.6
TOTAL	12251	67.3

Section 16

ROCHESTER

I. Introduction

The Rochester Standard Metropolitan Statistical Area (SMSA) includes four counties, Monroe, Livingston, Orleans, and Wayne, with Monroe the hub of the area and Rochester its center. The area has a diversified economy but the city is chiefly known for the production of photographic supplies, optical goods and scientific instruments, which together absorb almost 53 percent of the industrial workers in the labor force. Other important items of manufacture include automobile parts, dental and communications equipment, plastic and paper containers, furniture, packing material, machinery, fabricated metal products, toys, textiles and chemicals. Within reach is one of the nation's major fruit belts, hence, agriculture and the products of agricultural processing also contribute to the economy. An internationally known conservatory, The Eastman School of Music, is located there.

With the mid-1950's, significant changes began occurring in the character of Rochester's economic activity that had an effect on the personality of the city which was coincidentally undergoing a transformation for other reasons as well. Where once most industries were of home origin and frequently family owned, many of the companies merged into outside corporations, with a resultant diminution of local influence. While Xerox was an outstanding example of a small company which developed into an important factor in the national picture, giant national concerns were developing major operations in the area, among them, General Motors, General Dynamics, Burroughs, American Can, Singer, and 3M. Consequently, there was less communication between the industrial and business sectors and the cultural, philanthropic and religious organizations of the city which in former years had coordinated their community goals and responsibilities. The new character of the economic activity had its effect on the labor market because it required of the work force more skilled and technically competent personnel and had low need for unskilled labor. The situation was aggravated by the large number of new Blacks who had moved into the area from the South, many of whom came with little schooling and with neither training nor experience for the kinds of jobs that were available. The story was not new for many Northern cities during the decade of the 60's, but the sudden and rapid change for a city the size of Rochester created justifiable concern. While for years there was a surplus of jobs for the specially trained and well-qualified, there was not sufficient work of the kind that would employ the newcomers. Hence, more and more families moved into crowded and deteriorating areas of the city, drop-out rates soared in the schools, crime increased, and matters came to a head with a riot in 1964. It was then that responsible community leaders got together to examine the causes of unrest and start on the long road to find ways to counteract them. Increased emphasis on vocational education, training programs for the unemployed and those out of work, community responsiveness to the social needs of poor families through projects and programs undertaken by a variety of organizations were some of the measures undertaken.

Nevertheless, because of the industrial and agricultural mix, Monroe County fared better than the rest of the state (and nation) during the economic slowdown of recent years, but the effect of general recessive influences which occasioned substantial layoffs, plus strikes, plus the moving out of business to other areas has, to quote an official report released in January 1971, depicted "a dismal image" for Rochester's economy, an image not markedly brightened when the city was visited for this survey a year later. Unemployment then was rated at 3.8 percent. As an illustration, the R.T. French Company, a Rochester concern since 1883, moving to Springfield, Missouri, had begun to phase out the 800 jobs in its food processing operations. The Company stated that its facilities were outmoded, did not lend themselves to modernization and geographically were not well located in relationship to the area they serve. Cutbacks at General Dynamics had thrown around 5,000 persons out of work, among them men of long professional and highly technological experience. Among the gleams on the economic horizon were the negotiations to manufacture modular housing in East Rochester on the site where the Penn Central Railroad manufactured freight cars for many years. Manufacture of freight cars was discontinued early in 1970.

The 1970 Census placed the population of Rochester at 296,233 and revealed an interesting 10.5 percent of foreign born, and also the fact that 18.2 percent of the native population were of foreign born or mixed parentage. During the 1960-1970 decade, the city lost almost eight percent in the outflow to the suburbs, but among the new immigrants there was a "disproportionate" share of nonwhite citizens. Blacks at 49,591, or almost double the Black residency in 1960, now constituted 18 percent of the population; residents of Spanish origin or descent, chiefly Puerto Ricans, totaled 5,456 or 1.8 percent. Of persons 25 years of age or older, 43.2 percent had completed four years of high school or more. Since, in the 18-24 age group, 65.9 percent were so reported, and since 91.8 percent of adolescents between 14 and 17 years of age were in school, there was clear indication that the education level is improving. In its January, 1972 report, the New York State Department of Labor noted that the 15-24 age group not only increased 70 percent over the decade, but now represents almost one quarter of the total population over 15 years of age.

In the Black population of those over 25 years of age, 32 percent had completed four years or more of high school, the women registering higher than the men, 33.6 against 31 percent. It was noted, too, that while 88 percent of Black juveniles between 14 and 17 were attending school, there was a precipitate drop between the 14-15 and the 16-17 year categories; 97 percent of the former were in school but only 80.1 percent of the latter. For the general population, 94.7 percent of the 14-15 age group were in school and the percentage dropped only six points for the older group.

Only 1.5 percent of the Spanish community was reported as having had four years of high school or more. Of the adolescent group, 84.3 percent of the 14-15 year olds were in school; the percentage dropped to 52.4 for the 16-17 age group.

Of those between 16 and 64 in the labor force, 26.5 percent had received some form of vocational training.

In the general population, 6.7 percent of the 71,299 families were on the welfare rolls. The ratio was higher for Black and Spanish surname families, 19.4 percent for the former and 21 percent for the latter. About half the families (2,544) who were receiving public assistance, were neither Black nor members of the Spanish community.

II. Occupational Education in Rochester

About 18 percent of Rochester's secondary pupils, or 3,264, were in vocational education; additionally there were 477 post graduates. This number did not include several thousand students taking home economics and industrial arts courses. Monroe Community College, offering associate degrees to students who complete two-year career programs, registered 1,563 Rochester students. The number represented 39 percent of the 4,000 Rochester residents who were listed in all departments of Monroe Community College, including students who aimed to transfer to four year institutions. Rochester Institute of Technology (RIT), a four year institution, which only in recent years began offering shorter career training in its College for Continuing Education, enrolled another 450 Rochester students for associate degrees. RIT, in existence since 1829, recently moved out of the center of Rochester where it had maintained its campus since 1891, and is now located about 10 miles outside of the city, a factor which tends to keep Rochester inner-city enrollment low. In addition to an associate degree for two-year programs, it also offers diplomas for courses that take less time, usually up to a year. Students must complete any required remedial education (without credit) before proceeding with the course. A downtown center is still maintained for a limited number of occupational courses. Many of the Rochester RIT students are sent by their employers for the training they receive and the tuition of $50.00 per credit hour is paid by their companies. Courses leading to the Associate degree or diploma are held at night. Officials interviewed indicated they would like to enroll more inner city young people, both Black and white.

A third postsecondary institution is the Urban College Center, a unit of State University of New York and funded by New York State. Although under the administration of Monroe Community College, it is an autonomous body. Urban Center is close to the central city and for that reason has attracted inner city residents for whom the longer distance to Monroe is inconvenient. A high school diploma or its equivalency are required for Monroe Community College, another factor which makes Urban College Center more attractive to students with less education. Moreover, instruction is free, whereas tuition at Monroe is $17.00 per credit hour. Since it received no federal funding it was not included in the survey but is mentioned because of its service to inner-city residents.

While Monroe aims to turn out a student with enough background skills to qualify for a job quite above the ordinary level, more and more students have been motivated to pursue skill training beyond the associate degree level. During FY 1971, the year under survey, Monroe had three graduating groups, in August 1970, January 1971 and June 1971. Responses to a questionnaire the following September (85 percent response) revealed that of the 575 career graduates, 58 percent found employment in their chosen fields, 22 percent went on for further education and five percent entered the armed forces or moved from the vicinity. Placement was highest for graduates in health occupations, optical technology and secretarial science.

Except for the Concentrated Employment Program (CEP), Federal manpower training programs drew part of their enrollment from outside Rochester, although the majority were city residents. The Manpower Development and Training Act (MDTA)-Institutional registered 574 students in skilltraining, which included 284 from CEP. There was no enrollment separation between the two groups and no skill breakdown for CEP. Since total city enrollment for the two agencies was 2,037, some 28 percent were in training for the labor market, most of them at the entry level. Another 118 residents were under contract for on-the-job training, 18 via MDTA/On-the-Job Training (OJT) and 100 through National Alliance of Businessmen (NAB)- Job Opportunities in the Business Sector (JOBS). Neighborhood Youth Corp (NYC) II did not start skill training until August 1971. CEP supervisors described their program as job oriented, and only as much prevocational instruction was given as was needed to enable enrollees to enter skill training. They admitted to flexibility in recruitment by accepting New York State definitions of "disadvantaged" which are "less rigid" than federal guidelines. While CEP representatives were assigned to seek out the unemployed in CEP neighborhoods reaching the city limits, most of the enrollees were referred by community agencies or came in on their own. There was little screening to enable applicants to enter the program, but those chosen for on-the-job and for skill training were selected as being the best qualified for the jobs sought. During the FY 1971 CEP enrolled 1,627 trainees. Eighty-five were transferred to NAB-JOBS and 284 were assigned for training at the MDTA Skill Center. Skill training stressed preparation for employment in the business sector and public agencies. Veterans were given preference for both on-the-job and skill training.

Rochester Jobs, Inc., an association composed of business and community leaders was formed in 1967 as an answer to public demand for more working opportunities for the unemployed and the underemployed. It has taken an active role together with the State Employment Service in sponsoring and supervising the various manpower training programs. One such activity is Operation Young Adults and is designed to restrain students from dropping out of school by helping them through work and study to develop their abilities and achieve self-realization. The program is funded by Federal manpower training programs with community support and public school cooperation. The program has three components i.e., fourteen and fifteen year olds learn to work in the school setting by repairing toys and school furniture and to develop skills in leather, ceramics and plastic crafts. Field trips to business and industrial establishments are taken to enable the young students to observe the work world. The second component permits older students to work at private companies and in public service for part-time work with school credit awarded for time spent on the job. In the third component students receive training in basic industrial skills by renovating houses which were purchased by Metropolitan Rochester Foundation. Thereafter, these houses are sold to lower income families. It is estimated that the renovation adds thirty years to the life of each house. The work is performed under the supervision of experienced craftsmen loaned by construction companies with union cooperation. In all three components, students must spend the required time in classes and may not draw pay for their work unless they comply with the class hour requirements. The program was started under the sponsorship of Rochester Jobs, Inc. in 1970 as a demonstration project and is funded until August 1972. There were ten work programs in various areas which served 366 students during FY 1971 (See Table A, p. 16-6).

Occupational Offerings

In the secondary school system, there are three annexes, two offering a variety of occupational courses and one emphasizing automotive skills. This is in addition to Edison Technical High School's all day program of concentrated vocational training to boys (co-education started in 1971 with the admission of one girl). Boys and girls from the 10th-12th grades are chosen by their counselors and divide their time between their regular schools and the annexes. The cooperative program enrolled only 138 students offering them an average wage of $2.03 per hour. Twenty-eight career programs were offered through the secondary school system exclusive of ten students served by Operation Young Adults. Practically one-third of the pupils were taking general office and stenography which together with eight other programs (cosmetology, data processing, printing, automotive mechanics, electricity, machinist, accounting and bookkeeping, and distributive education) absorbed 2,716 pupils or 83 percent of the 3,264 who were preparing for jobs. All but 10 of the 477 high school graduates were also pursuing programs in business.

Monroe County Community College offered 23 separate programs, but half of the students were enrolled in six courses that were related to business

Table A[1/]

NUMBER OF STUDENTS ENROLLED IN SKILL IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS

ROCHESTER

Institution/Agency	Number Enrolled from City	Number From City in Skill Training
Rochester Public School District	18,469	3,264
School District Post Graduate	477	477
Monroe County Community College	4,000	1,563
Rochester Institute of Technology	2,073	450
MDTA-Institutional	410	246
CEP	1,627	284
WIN	215	69
NYC II	163	Skill Training Started August 1971
Operation Young Adults	532	366
MDTA	18	18
NAB/JOBS	100	100
Public School Adult	7,879	2,207

Note: Unlike most cities under survey none of the enrollees in Federal manpower training programs were being trained at postsecondary institutions. MDTA and CEP students were trained at the Skill Center and WIN trainees at various private schools and some public service agencies. See Table 3 also.

1/Source: Table 1

2/Enrollment does not include home economics, industrial arts or exploratory business courses.

needs (including marketing and retailing). Health occupations accounted for 18 percent of the enrollment and six technological programs absorbed 12 percent. On the other hand, the offerings at Rochester Institute of Technology were on a more sophisticated level and were directly related to industrial needs. The largest group of 331 students (26% of the vocational students) was enrolled in industrial supervision, for example. Only 48 were taking business courses, and 36 of these students were enrolled in secretarial science.

Federal manpower training programs offered 24 separate courses but more than half of their trainees were in business and office oriented programs; one-fifth were training in licensed practical nursing, auto service and machine occupations. The rest were in cosmetology programs. The other 16 training programs combined attracted little more than one percent of the total enrollment and were provided via contract practically on an individual basis. (See Tables 2 and 3. In addition Table 4A shows the distribution of enrollments by level and area)

Selected Services

No program offered a full range of ancillary services such as residential facilities, child day care, transportation, job placement, etc. at one time. For example, the only agency providing residential facilities was the Residential Manpower Center, which was not included for analysis since it did not start until after this survey was concluded or until summer of 1971. In another instance, English as a Second Language was offered at the public schools and Monroe Community College. It was included as a prevocational and complementary part of WIN, CEP AND NYC II training and trainees received instruction at the public schools or when necessary, at private institutions. Child day care was made available to enrollees in CEP, NYC II AND NAB/JOBS by contracting with other agencies. For CEP trainees the service was provided by Action For a Better Community and paid for by CEP. A repeated criticism, nevertheless, was that day care was inadequate and that many women desiring training were prevented from enrolling. Others having enrolled, had to abandon job preparation because provision for child care was undependable. The availability of transportation was also restricted. For example, if the enrollee needed to place a child in a day care center, she was entitled to transportation which did not include travel from home to the CEP or WIN training facility or job site. Operation Young Adults did provide students with transportation as did Monroe Community College on a limited basis. All institutions and agencies offered vocational guidance, counseling, and remedial education. (RIT also had set up a remedial education course particularly for enrollees whose tuition was paid for by their employers.) At Monroe Community College where remedial education is an elective, one administrator remarked, "More need it than take it. Lack of it contributes to attrition." About one third of the time of NYC II students was given to remedial education or attaining a General Equivalency Diploma. All programs, except the public schools, had job development and placement officers. Neither the public schools nor RIT provided health care on a regularly available basis, and it varied in extent at the other institutions and agencies. Monroe College had a health center on campus. NYC II had unusually broad health services. Birth control instruction was freely available.. The agency had health care centers in three target areas "but you have to push people to use them," said one administrator. NYC II students were given medical and dental examinations at a hospital clinic. Legal aid was limited to CEP, NYC II, WIN, and the Residential Manpower Center, the latter two via referral. (See Table 5 at the end of this Section).

Characteristics of Students

About 70 percent of the secondary vocational pupils were white, the remainder Black with a small number of Spanish surname students. Whites also were predominant at Monroe County Community College and at Rochester Institute of Technology, only a small number of Blacks being registered at the latter, and none from the Spanish community at either. Operation Young Adults also registered a majority of white students, 53.4 percent. Federal manpower training programs, by contrast, were largely Black with Neighborhood Youth Corps enrolling 80 percent. For enrollees in the Federal manpower training programs, the education attainment was recorded as ninth grade on the average, but the performance level was between the sixth and seventh grades, and lower for the Puerto Ricans. About 40 percent of the female enrollees were listed as heads of households, and 80 percent of both men and women claimed dependents, although not always living with them. About one quarter of the trainees had arrest records.

Monroe Community College divided its enrollment equally between men and women. Rochester Institute of Technology was 85 percent male and the secondary schools 59 percent male. NAB-JOBS enrollees were also predominantly male; however, MDTA and NYC II were predominantly female. CEP was about equally divided. There was no sex breakdown for WIN and no data on other characteristics for the secondary school post graduates and the adult program enrollees.

III. Overlap, Duplications and Gaps

Of the 9,129 individuals enrolled in occupational programs, approximately 4,964, or 54.2 percent were in 22 courses of training which were offered by more than one institution or agency. More than half of the overlap occurred in three office and business occupations--stenography, accounting and bookkeeping, and data processing. Stenography was the only one which involved training at all three levels, with MDTA providing it for 169 of its enrollees. About 10 percent of the overlap occurred in construction trades and eight percent in nursing. Licensed practical nursing, which was a favorite occupation for Federal manpower programs students in all cities visited, added 114 trainees to the 22 being prepared at the secondary schools; but with the exception of one Federal manpower program student who caused the overlap, all other nurses were being trained at Monroe County Community College.

Five other courses contributed to the overlap list due to five or fewer Federal manpower programs enrollees being added to the number who were trained elsewhere. These five courses were: dental assistants, automobile mechanics, carpentry, and welding at the high schools, and tool and die making at Rochester Institute of Technology.

In addition to those mentioned above, the following courses were offered by the high school and the postsecondary institutions, indicating that in some instances different levels of skill were involved as well as more intensive understanding of the career chosen: food service, transportation, mechanical technology, cosmetology, interior decorating, machine occupations and printing.

Programs Compared with the Local Labor Market

As was stated earlier, no real survey of local labor market needs has been made in Rochester for some years, but from semi-official information it was ascertained that four occupations which enrolled 21.5 percent of current trainees were at least temporarily over supplied, and eight others which enrolled 25 percent were continuously in need of qualified personnel with the expectation of more openings when economic conditions improve. These appear in Tables B-1 and B-2.

Table B-1

NUMBER AND PERCENT OF STUDENTS ENROLLED IN TRAINING FOR
OCCUPATIONS FOR WHICH THERE IS A SHORTAGE OF WORKERS

ROCHESTER

Skill Training Programs	Number of Students Enrolled	Percent of Total Number of Students Enrolled in All Skill Training Programs
Electronics	45	0.4%
Clerk/Typist	87	1.0
Drafting	104	1.1
Stenography	1,729	19.0
Total	1,965	21.5

Nineteen percent of students enrolled in training for surplus occupations were in stenography, which was offered by the high schools (including the post graduate program) and by WIN. Drafting, enrolling the next largest number of persons, was offered by the high schools, Operation Young Adults, and WIN.

Table B-2

NUMBER AND PERCENT OF STUDENTS ENROLLED IN TRAINING FOR OCCUPATIONS FOR WHICH THERE IS A SHORTAGE OF WORKERS

ROCHESTER

Skill Training Programs	Number of Students Enrolled	Percent of Total Number of Students Enrolled in All Skill Training Programs
Accounting	604	6.6%
Chemical Technology	7	less than 0.1
Food Services	113	1.2
Bus and Tractor Trailer Driving	4	less than 0.1
Health Occupations	782	8.5
Machinist Trades	192	2.1
Sales	270	3.0
Service Trades	23	0.2
Total	1,995	21.8

Accounting, health occupations and sales enrolled the largest number of students of the all shortage occupations. Aside from 68 machinists in Federal manpower training programs, other training in shortage areas was available at both the high school and postsecondary levels. There was indication also that in the immediate future there would be more demand for airplane pilots, airline stewardresses, cashiers, applicance repairmen, computer programmers, office machine operators, bus, trailer, and tractor drivers, and personnel for the service trades. With the exception of service trades and drivers, there was no training for any of these occupations. The gaps in occupational training were confirmed by the statements of program supervisors who expressed the desire to expand their programs to and in these areas. Also, on the postsecondary level it was stressed that paraprofessionals should be prepared for a variety of occupations in criminal justice and social services, which while not currently shortage occupations, will probably offer increasing job opportunities in the near future.

Programs Compared with Population Groups

Rochester Public Schools enrolled 3,264 persons in skill training. NYC II did not start skill training until August, 1971, but if we add the 366 adolescents with Operation Young Adults, there was a total of 3,630 or 25.6 percent of the city's 16 to 18 year olds in vocational training during FY 1971.

Postsecondary programs, including the post-graduate courses at the high schools, plus MDTA and WIN programs, enrolled about 3,020 Rochester residents, or about three percent of the 19 to 44 age group in the city. If we add on-the-job training programs and adult vocational education, the figure rises to 5,345, or 5.4 percent of the older age group who are being served in publicly funded skill training programs.

While Black youth constituted only about one-third of the enrollees, their number represented 46 percent of the young Black population. About 20 percent of the white youth were in vocational training. More males than females were enrolled, 32 percent for the former and 19.6 percent for the latter, probably due to some remaining resistance to vocational training for females and the school emphasis on such training for males.

Racially, the enrollment in programs for the 19 to 44 age category was about even, 3.2 percent for whites and three percent for Blacks. It should be noted that about 95 percent of the students at Monroe County Community College were white and 99 percent at Rochester Institute of Technology were white. Major Black enrollment in adult offerings, as in other cities, occurred in the Federal manpower training programs. In Rochester a higher percentage of whites were enrolled in these programs than was usually found to be the case in other cities. Male enrollment was 3.4 percent compared to 2.7 percent for female.

The proportion of older Blacks enrolled in training programs was fairly close to the proportion in the general 19 to 44 age group. The 1970 Census reported that there were 80,319 white individuals to 18,349 Blacks in the general population, the Blacks comprising about 18.4 percent of the total. The five adult training programs enrolled 474 Blacks to 2,546 whites, about 15.6 percent of the total.

Numbers of persons enrolled in occupational training by race and sex are shown in Table C and compared with the total numbers of persons in the city.

IV. Management, Administration and Coordination

Because of the involvement of Rochester Jobs, Inc. and the New York State Employment Service, there appeared to be a meaningful degree of coordination. Undoubtedly the several efforts to enlist the active support of sectors of the community, not only in programs that provide skill training but also in projects that serve human needs of the target population, are due to that cooperation.

There was considerable linkage between all Federal manpower training programs, the New York State Employment Service, Rochester Jobs, Inc., and the various community groups. Rochester Jobs, Inc.. for example, was the agency for the NAB-JOBS program. Representatives of the Employment Service and Rochester Jobs, Inc. had prominent responsiblities in the referral of enrollees for training and in the supervision and administration of manpower programs, whether institutional or sub-contracted, including the provision of supportive services. The Urban League and the Ibero-American Action League took on the responsibility of orienting their recruits to the world

Table C

COMPARISON OF POPULATION GROUPS IN CITY WITH NUMBERS OF THESE GROUPS IN SKILL TRAINING

ROCHESTER

Population Group: Age	Population Group: Race/Sex	Total Number in City	Number of Students Enrolled in Skill Training Programs	Percent Enrolled
16 to 18				
	Total	14,153	3,630	25.6%
	White	11,358	2,390	20.0
	Black	2,683	1,240	46.0
	Male	6,856	2,193	32.0
	Female	7,297	1,437	19.6
19 to 44				
	Total	99,857	3,020	3.0
	White	80,319	2,546	3.2
	Black	18,349	474	3.0
	Male	47,940	1,641	3.4
	Female	51,917	1,379	2.7

Note: In each age group the total of Blacks and whites may be somewhat less than the grand total. This difference represents the number of persons of other races, i.e. American Indian, Oriental residing in the city. Totals of whites include persons of Spanish surname, who registered comparatively high in Rochester Federal manpower programs: 8.6 percent in OYA, nine percent in MDTA, and 9.5 percent in WIN. Also, but not included, was a 20 percent enrollment in NAB-JOBS.

of work before referring them for training or employment. Another community organization, Action for a Better Community (ABC), sponsored the NYC II program, provided day care service for CEP enrollees and also operated the CEP New Careers program.

V. Summary

Most Federal Manpower program supervisors and administrators frankly acknowledged the problems that hampered the effectiveness of their efforts. In particular these included personal problems and family disorders of the disadvantaged target population. While concern was expressed that the city's youth be helped to avoid the occupational and other problems experienced by the older members of their families, it was also felt that prime consideration be given older applicants (white and non-white) who were unemployed, heads of households with declared dependents, had no occupational skills, and insufficient education for employment security in a city accomodating itself to the technological age. The problem was heightened by the large influx of newcomers to the Black and Spanish surname communities whose personal limitations for the labor market were even more pronounced than their neighbors who were more acclimated to Rochester. The Spanish surname group had the additional problem of the language barrier.

While compared to other cities surveyed, the number of white enrollees in Federal manpower training programs in this city was larger than the Black or Spanish surname trainee groups, administrative staff were largely drawn from Employment Service personnel and did not seem to match the proportion of Black or Spanish surname trainees. In this report, CEP was an example. Fifty percent of its staff were white, but only two percent of the enrollees were white. Despite the number of whites on the staff, the program was regarded as directed to the Black and Spanish surname population groups. That, plus the facility's location in a Black area, was given as the primary reason for the small white enrollment. The NYC II Coordinator voiced anxiety that her program was looked upon as a haven for young Black criminals, and that one reason for its late start in skill training following the phasing out of NYC I was the problem of overcoming an unfavorable image. She felt the program had much to offer the large number of school dropouts in the white and Spanish surname sectors of the city, too few of whom were being reached for developing productive skills.

Training to enable poor whites (half the families on Welfare) to enter the labor market was acknowledged as essential, but of the four Federal manpower training programs only MDTA was able to recruit slighly more than one third of its enrollment from the white community which was scattered in pockets throughout the city. Re-training for white collar workers who had recently joined the ranks of the unemployed was also recognized as a first priority if they were to re-enter the labor market, either for available jobs or expected job openings.

Since there was a paucity of job opportunities for women in the business and industrial sectors of Rochester's economy, it was felt that more women should be recruited to train for community service and government, two areas of employment expected to expand in the not too distant future.

Not only was the fact that Federal manpower training programs were unattractive to whites in the target population criticized. Vocational educators concerned with secondary school curricula also felt that public school education needed new approaches. According to several officials, parental and community attitudes which regard vocational education as a "dumping ground" hamper public policy in this area. It was felt that more students should be guided to skill training to which was added such academic courses as would reinforce the skills they sought. "A commercial art student must have math and English....All youngsters should be exposed to work experience." It was pointed out that the drop-out rate, which averages 100 per month, is much lower at Edison Technical High School and the annexes that offer part-time intensive vocational education. Yet, repeated appeals for better equipment and buildings for vocational education are repeatedly shelved. Shortly before Rochester was visited for this survey "another splendid elementary building" was approved, while Edison continues in the quarters it has occupied for several decades and the annexes are in rented buildings that are hardly more conducive to attract any but the most motivated student.

Such vocal complaints were borne out in a memo to the Supervisor of Secondary School Vocational Education, reporting on FY 1971 and dated July 19, 1971, which criticized Rochester high schools as failing "to understand that occupational education is an integral part of a secondary level student's program" and recommended that "the State Legislature should mandate an occupational education program sequence for every youth in New York State." Moreover, the report pointed that "many city school district counselors lack the information, training, and/or time to provide adequate guidance and counseling to youth regarding career education....The need exists for an occupational education counselor/specialist(s) in each of the secondary schools....The community still appears to be bent on sending all youth to college without preparing students for a career at the secondary level which can lead to a job entry position...."

The Child Labor Laws were criticized as being less meaningful today when one-half the population is under 30. "Why train a 16 to 17 year-old when he can't get a job until he is older?" "These kids who come to us for help know more at 16 than their parents did at 25. They've been around.... Poverty kids that age need money more than anything else. A program designed for them should give them enough of a skill to get them into some type of job and let them earn some money and try to improve their educational attitude. Kids at 16 and 17 are too young to be embarked on some specific vocational plan."

An administrative point, voiced occasionally in other cities. carried another complaint: that funding of Federal manpower training programs needed more than one year. Officials found it hard to plan ahead or accomplish their objectives in one year. "By August you have to begin planning for next year when you haven't gotten underway for the current year. Four months of work time, at least, is given to working out proposals for next year. A social program attempts to combat personal problems of 'broken people' and that can't be done in a short time. We're not miracle workers....Take business. Business never operates on a one year plan."

Table 1

Rochester

TOTAL NUMBER OF STUDENTS ENROLLED AND TOTAL NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL TRAINING IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS

INSTITUTION/AGENCY	TOTAL ENROLLED	NUMBER ENROLLED FROM CITY	NUMBER IN OCCUPATIONAL TRAINING	NUMBER FROM CITY IN OCCUPATIONAL TRAINING
Rochester Public Schools	18,469	18,469	3,264	3,264
Rochester Public Schools - Postsecondary	477	477	477	477
Monroe County Community College	7,977	4,000	3,126	1,563
Rochester Institute of Technology(1)	5,919	2,073	1,253	450
Manpower Development and Training Act - Institutional Training	483	410	(290) 574(2)	246
Concentrated Employment Program	1,627	1,627	(284)	284
Work Incentive Program	223	215	69	69
Neighborhood Youth Corps - II	192	163	Skill Training Started August 1971	
Operation Young Adults	532	532	366	366
Manpower Development and Training Act - On-The-Job Training	18	18	18	18
National Alliance of Businessmen - Job Opportunities in the Business Sector	117	100	117	100
Rochester Public Schools - Adult	7,879	7,879	2,207	2,207

(1) -Rochester Institute of Technology is largely a four-year institution.

(2) Table 3 reveals a total of 574 enrollees at Manpower Development Training Act Skills Center. That figure includes 284 Concentrated Employment Program Trainees. There was no enrollment separation between the two groups and no breakdown for Concentrated Employment Program.

Table 2

Rochester

OCCUPATIONAL OFFERINGS IN PUBLIC INSTITUTIONS BY TYPE AND ENROLLMENT

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Rochester City High School Post Graduate	
Commercial Art	1
Cosmetology	5
Interior Decorating	2
Offset Printing	1
Air Transportation	1
Business, General Office and Stenography	467
TOTAL	477
Monroe County Community College	
Accounting	215
Business Administration	582
Marketing	139
Secretarial Science	314
Food Service Administration	75
Audio-Visual Technician	73
Civil Technology	55
Data Processing	228
Electrical Technology	131
Engineering Science	58
Industrial Instrumentation Technology	21
Mechanical Technology	126
Optical Technology	45
Bio-Medical Engineering Technology	15
Dental Hygiene	110
Medical Laboratory Technician	52
Medical Records Technician	49
Nursing	275
X-Ray Technology	30
Police Science	296
Recreation Supervision	153
Personal Services	23
Retailing	61
TOTAL	3,126
Rochester Institute of Technology	
Fine and Applied Arts	67
Photography	31
Printing	24
Architecture	11
Construction Skills	102

Table 2
(Continued)

Rochester

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Rochester Institute of Technology (cont'd)	
Chemistry	7
Electronics	45
Machine Design	13
Tool Design	16
Tool Engineering	20
Machine Shop	89
Instrument Making	11
Tool and Die Making	60
Bar and Chucking Machine	20
Accounting	5
Secretarial Science	36
Retailing	5
Industrial Supervision	331
Office Supervision	44
Sales Training	2
Materials Handling and Packaging	20
Motion and Time Economy	11
Transportation and Traffic Management	13
Electrical Technology	85
Mechanical Technology	91
Electro-Mechanical	73
Money and Finance	3
Health Institutions Management	18
TOTAL	1,253
Rochester City High School District	
Commercial Art	68
Cosmetology	153
Data Processing	221
Dental Assistant	14
Drafting	85
Food Service and Baking	38
Interior Decorating	10
Nurse's Aide	35
Printing	107
Practical Nursing	22
Service Station Attendant	13
Air Transportation	37
Automobile Body	36
Automobile Mechanics	202
Carpentry	23
Heating	8
Masonry	5
Plumbing	10
Sheet Metal	13
Electricity	182
Machine	104

Table 2
(Continued)

Rochester

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Rochester City High School District (cont'd)	
Welding	33
Accounting and Bookkeeping	384
General Office and Stenography	1,093
Pattern Making	24
Advanced Textile Fabrication	20
Technical Mechanical	27
Distributive Education	270
TOTAL	3,264

Table 3

Rochester

OCCUPATIONAL OFFERINGS IN FEDERAL MANPOWER OR EDUCATIONAL PROGRAMS: BY TYPE, ENROLLMENT, AND AGENCY PROVIDING TRAINING

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED	AGENCY PROVIDING TRAINING
Manpower Development and Training Act - Institutional		
Licensed Practical Nurse	98	MDTA Skill Center
Cook	22	MDTA Skill Center
Drafting	18	MDTA Skill Center
Machine Occupations	67	MDTA Skill Center
Automobile Service	84	MDTA Skill Center
Typist and Stenographer	169	MDTA Skill Center
Cosmetology	38	MDTA Skill Center
Clerical, General	78	MDTA Skill Center
TOTAL (1)	574	
Concentrated Employment Program		
No Breakdown		MDTA Skill Center
TOTAL	284	
Work Incentive Program		
Radio and Television Repair	1	Various (mostly individual contracts)
Air Conditioning and Heating	1	
Automobile Mechanic	5	
Tool and Die	1	
Welding	1	
Carpenter	2	
Pre-Apprentice Machinist	1	
Pre-Apprentice Tool Maker	1	
Cosmetology	11	
Barber	2	
Dental Assistant	2	
Clerical	9	
Tractor Trailer Driver	4	
Drafting	1	
Licensed Practical Nurse	16	
Registered Nurse	1	
Other	10	
TOTAL	69	

(1) Includes 284 Concentrated Employment Program Enrollees

Table 3
(continued)

Rochester

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED	AGENCY PROVIDING TRAINING
	Operation Young Adults	
Carpentry	No Breakdown Given	Rochester Jobs Inc.
Masonry		Rochester Jobs Inc.
Electricity		Rochester Jobs Inc.
Plumbing		Rochester Jobs Inc.
Painting		Rochester Jobs Inc.
Drafting		Rochester Jobs Inc.
Mercantile Trades		Rochester Jobs Inc.
Service Areas (including Hospitals)		Rochester Jobs Inc.
Industrial Production		Rochester Jobs Inc.
Clerical		Rochester Jobs Inc.
TOTAL	366	

Table 4

Rochester

SUMMARY OF OCCUPATIONAL OFFERINGS AND NUMBER OF STUDENTS SERVED BY SECONDARY, POSTSECONDARY, AND DEPARTMENT OF LABOR PROGRAMS

OCCUPATIONAL OFFERINGS	TOTAL	HIGH SCHOOL	POSTSECONDARY	DEPARTMENT OF LABOR
Distributive Education	270	270		
Food Services	113	38	75	
Marketing	139		139	
Money and Finance	3		3	
Personal Services	23		23	
Recreation Leadership	153		153	
Retailing	68		68	
Transportation	51	37	14	
Bio-Medical Engineering Technology	15		15	
Dental Assistant	16	14		2
Dental Hygiene	110		110	
Health Institutions Management	18		18	
Medical Laboratory	52		52	
Medical Records	49		49	
Nurse's Aide	35	35		
Licensed Practical Nurse	136	22		114
Registered Nurse	276		275	1
Optical Technology	45		45	
X-Ray Technician	30		30	
Accounting and Bookkeeping	604	384	220	
Business Administration	582		582	
Clerical and Typing	87			87
Data Processing	449	221	228	
Industrial Supervision	331		331	
Materials Handling and Packaging	20		20	
Office Supervision	44		44	
Secretarial	350		350	
Service Station Management	27	27		
Stenographer	1,729	1,093	467	169
Audio-Visual Technician	73		73	
Chemistry	7		7	
Civil Technology	55		55	
Engineering	58		58	
Industrial Instrumentation	32		32	
Mechanical Technology	244	27	217	
Motion and Time Economy	11		11	
Police Science	296		296	
Air Conditioning/Refrigeration	1			1
Architecture	11		11	
Automobile Body	36	36		

Table 4
(Continued)

Rochester

OCCUPATIONAL OFFERINGS	TOTAL	HIGH SCHOOL	POSTSECONDARY	DEPARTMENT OF LABOR
Automobile Mechanic	207	202		5
Automotive Service Attendant	97	13		84
Barber	2			2
Carpentry	25	23		2
Commercial Art	69	68	1	
Construction Skills (Masonry)	107	5	102	
Cook	22			22
Cosmetology	207	153	5	49
Drafting	104	85		19
Electricity	398	182	216	
Electronics	45		45	
Electro-Mechanical	73		73	
Fine and Applied Arts	67		67	
Heating	8	8		
Interior Decorating	12	10	2	
Machine Design	13		13	
Machine Shop	89		89	
Machinist	192	104	20	68
Pattern Maker	24	24		
Photography	31		31	
Plumbing	10	10		
Printing	132	107	25	
Radio and Television Repair	1			1
Sheet Metal	13	13		
Textile Fabrication	20	20		
Tool and Die Making	62		60	2
Tool Design	16		16	
Tool Engineering	20		20	
Tractor Trailor Driver	4			4
Welding	34	33		1
Various (Operation Young Adults)	366			366
Other	10			10
TOTAL	9,129	3,264	4,856	1,009

Table 4A

Rochester

DISTRIBUTION OF OCCUPATIONAL ENROLLMENTS BY LEVEL AND AREA

AREA	LEVEL		
	SECONDARY	POSTSECONDARY	DEPARTMENT OF LABOR
Distributive Education	10.6%	9.8%	--
Health	2.2	12.2	11.6
Business Office	52.8	46.2	25.4
Technical Education	0.8	15.4	--
Trade and Industry	33.6	16.4	62.0
Other	--	--	1.0
TOTAL	100.0%	100.0%	100.0%

CITY Rochester

TABLE 5

SUMMARY OF SELECTED SERVICES AVAILABLE BY PROGRAM

AGENCY/INSTITUTION	VOCATIONAL GUIDANCE	COUNSELING	ADULT BASIC EDUCATION AND REMEDIAL EDUCATION	ENGLISH AS A SECOND LANGUAGE	LEGAL AID	CHILD DAY CARE	TRANSPORTATION	HEALTH SERVICES	JOB DEVELOPMENT AND PLACEMENT
Rochester Public Schools	I	I	I	I					
Monroe Community College	I	I	I	I			X	I	I
Rochester Institute of Technology	X	I	I						
MDTA - Institutional		I	X						I
CEP	I	I	X	X	I	I	X	I	I
WIN	I	I	X	X	X			I	I
NYC II	I	I	X	X	I	X	X	I	X
MDTA - OJT	I							I	I
NAB-JOBS	I	I	X			X	I	I	I
Residential Manpower Center	I	I	I	I	X		I	X	I
Operation Young Adults	I	I	I				I	X	I

I = Provided by Program
X = Available by Referral
* Insufficient Information

Table 6

Rochester

PROGRAM ENROLLMENTS BY OFFERING AGENCY AND POPULATION GROUPS SERVED

INSTITUTION/AGENCY	TOTAL	BLACK	WHITE	SPANISH SURNAME	OTHER
Rochester Public Schools	100%	29.6%	70.3%	0.1%	
Male	59%				
Female	41%				
Monroe County Community College	100	5.0	95.0		
Male	50.0				
Female	50.0				
Rochester Institute of Technology	100	1.0	99.0		
Male	85.0				
Female	15.0				
Manpower Development and Training Act	100	53.2	37.8	9.0	
Male	33.0				
Female	67.0				
Concentrated Employment Program	100	64.0	2.0	33.0	1.0
Male	50.0				
Female	50.0				
Work Incentive Program	100	53.2	37.3	9.5	
Male	Not available				
Female	Not available				
Neighborhood Youth Corps II	100	80.0	19.0	1.0	
Male	20.0				
Female	80.0				
National Alliance of Business-	100				
men-Job Opportunities in the Business Sector	100	63.0	17.0	20.0	
Male	81.0	73.0	80.0	99.0	
Female	19.0	27.0	20.0	0.1	
Operation Young Adults	100	38.0	53.4	8.6	
Male	73.0				
Female	27.0				

Table 7

Rochester

NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY

OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY	NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY	PERCENTAGE OF TOTAL NUMBER OF STUD ENROLLED IN ALL OCCUPATIONAL PROGRA
Food Services	113	.012%
Transportation	51	.05
Dental Assistant	16	--
Licensed Practical Nurse	136	1.40
Registered Nurse	276	3.00
Accounting and Bookkeeping	604	6.60
Data Processing	449	4.90
Stenographer	1,729	19.00
Mechanical Technology	244	2.60
Automobile Mechanic	207	2.20
Automobile Service Attendant	97	1.20
Carpentry	25	--
Commercial Art	69	.075
Construction Skills	107	1.10
Cosmetology	207	2.20
Drafting	104	1.10
Electricity	398	4.30
Interior Decorating	12	--
Machinist	192	2.10
Printing	132	1.40
Tool and Die	62	.037
Welding	34	.037
TOTAL	4,964	54.20%

Section 17

SACRAMENTO

I. Introduction

Sacramento, located about 75 miles northeast of San Francisco at the confluence of the American and Sacramento Rivers, is the seat of Sacramento County, as well as the capital of the State of California. Rapid growth of suburban communities in the Sacramento vicinity (county population increased 81.4 percent between 1950 and 1960) has made Sacramento the center of a Standard Metropolitan Statistical Area (SMSA) which presently covers 3,441 square miles. The economy of the city is agriculturally based. Because of the surrounding region's high agricultural productivity, canning and food processing are the principal manufacturing activities with more than 100 plants. Associated with agricultural processing are flour millers, bean and rice cleaners and polishers, olive-packing plants and one of the world's largest almond-shelling plants.

Barge service along the Sacramento River connects the city with the port of San Francisco and is used extensively in transporting agricultural and petroleum products.

Other large industrial establishments include manufacturers of jet propellants, furniture, and mining equipment. There are also large railroad shops (Sacramento being on the main line of two trans-continental railroads and connecting with a third), and three military installations which maintain and repair aircraft. Sacramento is also the center of an extensive wholesale and retail trade.

By far the largest employer in Sacramento is the government, employing anywhere from 40 to 60 percent of the total civilian labor force. According to the 1970 Census, the population of Sacramento was 254,413. The racial composition of this population was 81.5 percent white and 10.7 percent Black and 7.8 percent American Indian and Oriental. According to unpublished Census data, there were 32,944 persons with Spanish surnames in 1970. While these are included in the 81.5 percent white, if we break them out we find they constitute 12.9 percent of the city's population.

Examining Census poverty data, we find that in 1970, 36,118 persons, or 14.2 percent of Sacramento's population was living below the poverty level. The racial composition of the poverty population was as follows: 22.4 percent Black, 18.9 percent Spanish surname, and the remaining 58.7 percent white. Breaking out from the total poverty population those people of working age, we find that 46.3 percent of the total poor was of working age. The racial composition of those poor of working age was as follows: Black, 19.9 percent; Spanish surname, 15.9 percent; and white and other, 65.2 percent.

During October, 1971, the seasonally adjusted unemployment rate for the city of Sacramento was 6.3 percent.[1] Included in this percentage were 3,000 aerospace engineers who had been laid off as a result of cut-backs in the aerospace industry which had occurred all over the State of California.

II. Occupational Education in Sacramento

Sacramento, for many years in the atmosphere of governmental activities, has been primarily a provincial city with a static college-oriented curriculum. In past years there had been little emphasis on vocational education to serve the needs of training for industrial production and manufacturing.

During the past 10 years growth in the areas of building, service trades, manufacturing and industry have accentuated the need for improved vocational education training programs. In addition, the pressures of minority groups and de facto segregation within the city have emphasized the need for vocational education to serve minority groups.

There were two programs providing vocational education at the secondary level in Sacramento: First, is the Sacramento Unified School District (one of seven secondary school districts in the county) which offered vocational programs to residents of Sacramento city in grades 10 through 12. These programs were open to all interested students with the "ability to profit from the program." Second, is the Regional Occupational Program, a cooperative venture of the County Office of Education and the seven school districts within the county, which offered vocational programs to selected interested students from the city of Sacramento enrolled in grade 12.

During Fiscal Year 1971 (FY 1971), 2,487 students, or 24.7 percent of all students in grades 10 through 12 in the Sacramento Unified School District, were enrolled in vocational programs. An additional 156 students from grade 12 were enrolled in the Regional Occupation Program.

As can be seen in Table A, the Sacramento Unified School District also offered an adult vocational program which during FY 1971 enrolled 4,368 persons.

Vocational education at the postsecondary level in Sacramento was provided to varying extents by the three colleges which make up the Los Rios Community College District, a tuition-free institution which was organized in 1955. The colleges are: American River College--65 percent vocational, Sacramento City College--43.7 percent vocational, and Consumnes River College (opened only in 1970)--21 percent vocational. During FY 1971 these three institutions had a combined total of 15,330 students in both their day and evening programs. Approximately 77.3 percent of the total was enrolled at Sacramento City College, the oldest institution of higher learning in Sacramento, founded in 1916, as a Department of Sacramento High School. Only 3,679 or 23.9 percent of the total enrolled in the three colleges were residents of the city of Sacramento.

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[1] Employment in the area is somewhat seasonal due to the influence of agriculture and lumbering.

Table A

NUMBER OF STUDENTS ENROLLED IN SKILL TRAINING
IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS

SACRAMENTO

Institution/Agency	Number Enrolled from City	Number from City in Skill Training
Sacramento Unified School District (Secondary)	10,052	2,487
Sacramento County Regional Occupation Program	156	156
Los Rios Community College District1/		
American River College	685	453
Consumnes River College	717	358
Sacramento City College	6,564	2,868
MDTA	126	126
WIN	232	232
NYC II	111	111
NAB-JOBS	124	124
OJT - U.S. Employment	39	39
OJT - Sacramento Economic Opportunity Corporation	107	107
OJT - West Coast Building Materials Dealers Association	29	29
Sacramento Unified School District (Adult)	8,990	4,368

1/ Enrollments for the three colleges in the Los Rios Community District include both day and evening students. For a breakdown of day and evening students, see Table 1 at the end of the Section.

In order to enroll in any of the three colleges, a student had to be either 18 years of age or a high school graduate and indicate some ability to profit from instruction.

There were only three Federal Manpower programs which provided institutional training in Sacramento during FY 1971. These were the Neighborhood Youth Corps II (NYC II), the Work Incentive (WIN) program, and the Manpower Development and Training Act (MDTA) program. The MDTA had its own skill center which was run in conjunction with the American Legion School for Adults, a newly organized full-day vocational program for adults, run by the Sacramento Unified School District and funded under MDTA and the Vocational Education Act (VEA). Arrangements were such that if MDTA dropped a program for any reason, it could still be carried by the

American Legion School. Together the three Federal Manpower institutional programs enrolled an estimated 469 people from Sacramento during FY 1971.[2]

In addition to the institutional programs there was a National Alliance of Businessmen-Job Opportunities in the Business Sector (NAB-JOBS) program and three On-the-Job Training (OJT) programs--one operated by the Employment Service, another by the Sacramento Economic Opportunity Corporation, and a specialized program operated by the West Coast Building Materials Dealers Association. Together these four OJT programs enrolled about 299 persons during FY 1971.

Clearly. a grand total of 768 recipients of vocational training from Federal Manpower programs indicates a minimal local commitment to bringing the disadvantaged into the mainstream of society. As the state Cooperative Area Manpower Planning System (CAMPS) director phrased it, "There is a general complacency about the problems of poor people here."

Occupational Offerings

Occupational education offered by the Sacramento Unified School District consisted of 16 programs excluding work experience. Largest concentrations (excluding work experience, which accounted for 26.9 percent of the total enrollment) were clerk/typist--25.6 percent, bookkeeping and accounting--12.3 percent, secretarial--10.5 percent, and calculating machine operators--9.8 percent. The remaining students were dispersed in small numbers among the 12 other occupational areas.

As the Director of Vocational Education of the secondary schools put it, "Many courses are just not available to most students." No doubt one of the primary reasons for the limited offerings by the school district is the absence of any funds from the state. Funds for vocational education in the Sacramento Unified School District must come from local taxes as well as from the Federal government. In FY 1971, 37 percent of the funds for vocational education came from a local tax levy to which there had been considerable resistance.

The Regional Occupation Program which offered on-site classroom training (at hospitals, private businesses and government agencies) in combination with work experience to high school seniors who were interested in an occupation and showed some vocational and technical aptitude, offered 10 programs, all in the trade and industry area (see Table 2 at the end of the section). None duplicated the meager offerings of the high schools.

At the postsecondary level, the Los Rios Community College Districts offered 47 distinct occupational programs.[3] Consumnes River College, the newest of the three colleges, offered only nine courses with largest concentrations in automobile mechanics, 21.5 percent and drafting, 17.9 percent. (see Table 2).

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[2] It should be noted that in Sacramento, all Federal Manpower programs covered an area which was larger than the city. This area ranged from one county, the jurisdiction of the WIN program to 19 counties encompassed by the NAB-JOBS program. As no programs had precise data on number of enrollees from the city, administrators were asked to esti-

American River College, offering 27 programs, showed largest concentrations in business--18 percent, accounting- 8.8 percent, data processing--7.7 percent, and management--7.4 percent.

At Sacramento City College, which offered the most varied programs, students were well-dispersed among the various occupational areas. Largest concentrations were in data processing--7.9 percent, police science--7.2 percent, aeronautics--5.8 percent and inhalation therapy 4.6 percent. Sacramento City College was also heavier in the technologies than the other schools.

The Director of Research and Development for the Los Rios Community College District pointed out that funds (45 percent of which were from local sources) were distributed to the three colleges according to labor market needs and available students. He did point out that the colleges could initiate programs by themselves and apply to the state and VEA for funds.

The Federal Manpower programs offered about 30 programs with largest concentrations in clerical--15.6 percent, radio and television repair--10.6 percent, and custodial--11 percent.

The relative emphasis of each of the three levels--secondary, postseconday, and Federal Manpower----are shown in Table 4-A at the end of the section.

The large concentration in office occupations at the secondary and postsecondary levels and the relatively small concentration in trade and industry (except for Federal Manpower Training)) support the point made earlier that Sacramento still considers itself primarily a seat of government and that vocational education has not made a concerted effort to keep pace with the area's growth in trade and industry.

Selected Services

The Sacramento Unified School District offered few ancillary services to vocational students. The attitude of the staff toward vocational education tended to be negative and this affected counseling job development, placement, etc. The Director of Vocational Education pointed out that better counseling was needed to motivate students toward vocational education. He said the problem was one of overcoming the reluctance of students to enroll in training that involved working with their hands.

On the other hand, the Regional Occupational Program, a small, more specialized vocational program, had a good career counseling program. It

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mate the percentage of enrolles from the city. Program totals used in this profile were based on these estimates.

3/ This includes day and evening offerings. At both American River and Sacramento City College there were about two or three courses which were offered in the evening but were not offered during the day. For the remainder of this profile, unless otherwise specified remarks pertaining to any of the colleges will includeboth day and evening programs.

also provided bus service for three cents per mile to all enrollees who spent a half day at their regular high school and a half day at their classroom work sites.

Each of the colleges in the Los Rios District had its own supportive services as well as its own particular needs. Inaccessibility to public transportation was mentioned by all three schools as a serious problem, and the need for some sort of a bus system to the central city was articulated. Each school pointed out that adequate transportation services would greatly increase the access of the disadvantaged to the school.

American River College provided English as a Second Language and Basic Education to the disadvantaged. Administrators noted that in addition to transportation services they needed better placement services. Sacramento City College had a tutorial program for remedial education and an English as a Second Language program as well. It also had a limited amount of financial aid. While the college had some day care facilities, administrators felt that these were inadequate to the needs of their students. Officials also pointed out the need to improve their job development and placement with a placement officer who would "knock on doors." Sacramento City College also pointed out a need for medical services.

Consumnes College, the newest of the three, expressed the need for an expanded counseling service. At the time of the interview , a work attitudes and orientation course was being contemplated. Because the school is so new, it had not yet developed a formal placement service. Placement was informal and currently being done by faculty members.

The Federal Manpower institutional programs offered the traditional range of ancillary services. Since the programs were small, they seemed to be able to provide everything that was needed.

The WIN program was somewhat unusual to the extent that it offered transportation in the form of mileage, car payments, or car repair. WIN also provided "some basic education" and "a little English as a Second Language."

Free legal services were available to most of the manpower program enrollees from law students at the University of California at Davis.

As far as OJT programs were concerned, the NAB-JOBS program has claimed to be relatively successful in writing transportation and child care services into contracts. They also reported that when English as a Second Language was needed they prevailed upon on an employer to give a trainee time off to take the course at the public schools.

While OJT programs are not funded for counseling and orientation, the OJT program run by the West Coast Building Material Dealers Association provided these services informally because the program director felt they were needed.

Characteristics of Students

Looking at Table 6 at the end of this Section, we see that the racial composition of the Sacramento Unified School District Population was 15 percent Black, 63 percent white, 12 percent Spanish surname and 10 percent other. The director pointed out that among schools there was wide variance in racial composition depending on attitudes. He contended that is some schools, "Minorities won't enroll in vocational education and occupational courses attract fairly affluent students." He noted that the Blacks and Orientals tended to be concentrated in the largest cosmopolitan high school.

The Regional Occupation Program had a lower percentage of minorities with 11 percent Black, 80 percent white, five percent Spanish surname, and four percent other. The male-female ratios for the school district and the Regional Occupation Program were 36 percent male, 64 percent female and 60 percent male and 50 percent female respectively.

Looking at Table 6 again, we see that of all the colleges in the Los Ríos District, Consumnes River, the smallest and newest, enrolled the percentage of minorities--46 percent. While each of these colleges was open to all residents of the district, without tuition and requiring only that a person be 18 years of age or have a high school diploma, it is likely that the lack of public transportation seriously inhibited the enrollment of minority group members.

Despite the small percentage of minorities, each school claimed to have a fairly large number of disadvantaged enrollees. American River College, 11 percent minorities, claimed to have 12 percent enrollment of disadvantaged persons. Sacramento City College claimed to spend 18 percent of its budget on an unknown or undisclosed number of disadvantaged persons. Overall, the Los Rios Community College District claimed that 27 percent of total enrollment was from low income families.

Most of the people in the low income bracket were probably in the day classes rather that the evening classes as all three colleges pointed out that enrollees in their evening classes were older and employed.

While the percentage of minorities enrolled in Federal Manpower programs was higher (i.e. MDTA, 47 percent; WIN, 40 percent; NYC II, 95 percent) all programs admitted to "creaming" or taking the "top of the barrel." MDTA openly admitted preferences toward the technologically displaced, many of whom were still receiving Unemployment Insurance. According to the WIN Coordinator the state policy reinforced creaming. She was not allowed to take anyone "with too many children, without transportation, or without skills." As a result the typical Sacramento WIN enrollee was white, had completed 11th grade and had worked recently. One-third of them were veterans.

The WIN Coordinator also pointed out that mandatory enrollments of males and youth on Aid-to-Families-with-Dependent-Children (AFDC) discriminated against Black heads of families who were mostly women. Unlike many other cities where the majority of WIN enrollees were females, 90 percent of the WIN enrollees in Sacramento were male.

The NYC II program, on the other hand, serving the 16-to 18 year-old age group, reported a problem holding males because of the low stipends ($41.25 to $55.00 per week). The program administrator reported an enrollment of 65 percent female, saying that they deliberately recruited females because they were "more successful" with them.

Sacramento Economic Opportunity Corporation had the highest percentage of minority group members (67 percent) while the NAB-JOBS program had the most balanced composition . 37 percent Black, 32 percent white, 24 percent Spanish surname, and seven percent other. As in other cities the OJT programs were somewhat male-oriented due to the relative accessibility of male-oriented jobs.

With respect to the educational levels of participants of Federal Manpower programs, it seems that as a whole, OJT programs tended to enroll persons with more formal education than did the institutional programs. The NAB-JOBS program reported that 53 percent of its enrollees had completed high school with an additional 24 percent having some high school. The program run by the Sacramento Economic Opportunity Corporation reported that between 30 and 45 percent of its enrollees had completed high school, with the bulk of the remainder having some high school. The Employment Service JOP reported that the average educational level of its enrollees was 11th grade as did the JOP run by the West Coast Building Materials Dealers Association. In addition, the latter program pointed out that 30 percent of its enrollees had completed high school, noting that this percentage was higher for Blacks.

Although a high school or General Equivalency Diploma was not required for admission to colleges in the Los Rios District, administrators at each of the colleges reported that the majority of the students were high school graduates. Of the institutional programs, WIN reported that the average educational level of its enrollees was 11th grade with 35 percent having completed high school. The program coordinator did note however, that the average functioning level was about eighth grade.

MDTA reported that 90 percent of its enrollees had completed 10th grade while NYC II reported that most of its enrollees had dropped out of school in grade nine or ten.

III. Overlap, Duplication and Gaps

Of the 19,473 persons enrolled in preparatory occupational training programs in Sacramento, 7,150 or 36.7 percent were enrolled in programs offered by more than one institution or agency.

Assuming that Department of Labor programs and the high schools are probably training at one level, and the postsecondary institutions at another level, there did not seem to be any serious instances of duplication. According to Table 4 at the end of this Section, overlap between the public schools and Federal Manpower programs occurred in only four areas involving 287 persons or 1.5 percent of the total preparatory enrollment. The four courses involved were: automobile mechanics, automotive services, automobile body and fender, and upholstery. Only one of the courses, automobile mechanics, was offered by all three agencies.

Programs Compared with the Local Labor Market

Examination of labor market data from the Sacramento Department of Human Resources indicated that five programs accounting for 17.5 percent of the total preparatory enrollment were in surplus occupations. These surplus occupations are shown in Table B-1. Two of the five offerings in surplus areas were being offered by more than one agency--drafting by the postsecondary institutions and Federal Manpower programs and welding by the postsecondary institutions and the high schools.

Table B-1

NUMBER AND PERCENT OF STUDENTS ENROLLED IN TRAINING FOR OCCUPATIONS FOR WHICH THERE IS A SURPLUS OF WORKERS

SACRAMENTO

Skill Training Programs	Number of Students Enrolled	Percent of Total Number of Students Enrolled in All Skill Training Programs
Draftsmen	302	1.6%
Computer Programmers and Operators	1,211 1/	6.3
Managers	963	5.0
Clerks and Clerk/Typists	810	4.2
Welders	125	0.7
Total	3,441	17.8

1/ The postsecondary institutions which provided data processing did not break down this area by various sub-categories (i.e. computer programmers, operators, systems analysts, etc.). It is probable however, that practically all of the people being trained at the community colleges in data processing were being trained either as operators or programmers. For this reason the total figure reported for data processing was used in the Table.

In conclusion, it should be noted that the differences in the specificity of reporting between the agencies offering courses and the employment service reporting surplus and shortage occupations make it difficult to determine the precise amount of training in surplus or shortage occupations.

For example, two additional surplus occupations were mentioned for Sacramento--caseworkers and short order cooks. Looking at Table 4 we see that the postsecondary institutions and Manpower Training programs were training social service and community aides and that Manpower Training programs were also training cook-chefs. To the extent that the social service and community aides were being trained as caseworkers and the cook-chefs were being trained as short order cooks, the 17.8 percent figure could be higher.

Turning to shortage occupations (see Table B-2), we see that only one out of the total of 70 preparatory courses was being offered in an occupational shortage area. This is secretarial, which was being offered by both the high schools and the postsecondary institutions.

Table B-2

NUMBER AND PERCENT OF STUDENTS ENROLLED IN TRAINING FOR
OCCUPATIONS FOR WHICH THERE IS A SHORTAGE OF WORKERS

SACRAMENTO

Skill Training Program	Number of Students Enrolled	Percent of Total Number of Students Enrolled in All Skill Training Programs
Secretarial	986	5.2%
Total	986	5.2

It should be pointed out, however, that there were additional shortage areas in which no training is being given. First, in the health area there were shortages reported for registered nurses and medical technicians. While according to Table 4, there were seven courses being given in the health area, none of these were directed to the two shortage areas. It might be further pointed out that the community colleges had a difficult time placing their licensed vocational nurses.

In addition to the two health occupations, there were three shortage occupations in the trade and industry area. These were electricity, painters, and plumbers and pipefitters. While there were a total of 25 course offerings in trade and industry, for some reason the above three were not included. Given the city's 6.3 percent unemployment rate, it would seem that there should be some training being undertaken in these shortage areas.

Programs Compared with Population Groups

During FY 1971, the Sacramento Unified School District enrolled 2,487 persons in vocational training. If we add the 156 persons at the Regional Occupational Program and 111 persons being trained by NYC II, we find that a total of 2,754 persons between 16 and 18 years of age were enrolled in occupational programs in Sacramento. Looking at Table C we see that this consituted 20.4 percent of all residents of Sacramento in this age group.

Breaking down both population and program enrollment by race, we see that this represents 19.5 percent of the whites and 24.9 percent of the Blacks in this age group. Since no comparable Census data were available for people of Spanish surname, they have been included in the numbers and percentages for whites. Of all the whites who were being served in this age group, 97.3 percent were being trained in the secondary schools, while only 2.2 percent were being trained at Federal Manpower related agencies. Of the Blacks, 89.9 percent were being trained at secondary schools while the remaining 10.1 percent were being trained at Federal Manpower related agencies.

Looking at the 19 to 44 age bracket we find that only 4,067 persons or 4.8 percent of all persons in this age group were enrolled in programs offered by the postsecondary institutions or Federal Manpower programs. The percentage for whites was 4.9 and for Blacks, 4.7. Because precise data on training sites were unavailable for 75 percent of the Federal Manpower enrollees (including the entire WIN program), it is impossible to derive the percentage of Blacks and whites in this age group who were being trained by postsecondary institutions and those being trained by Federal Manpower programs.

IV. Management. Administration and Coordination

Generally there seemed to be fairly good coordination among the various agencies offering occupational training in Sacramento.

While the high schools pointed to a good informal relationship with the Los Rios Community College District, all formal contacts were usually initiated by the community colleges. American River College sent counselors to the high schools to recruit prospective students while Sacramento City College held preliminary classes in the spring in order to interest students in their program. Cosumnes River College administrators pointed out a need for better coordination with vocational education in the high schools.

There is no real coordination between the public schools and the manpower programs, although there are some formal arrangements specifiying the provision by the public school of basic education to NYC II, WIN, and MDTA enrollees, and special classes to WIN.

Within the Los Rios Community College District the three institutions meet monthly to coordinate plans and operations, although no formal mechanisms have been established for preventing duplication of offerings.

Los Rios Community College District allowed Federal Manpower students to enroll in programs without requiring reimbursement, although participation was limited by the distances of the colleges from the poverty areas and the fact that economic necessity and family pressures often dictated shorter

Table C

COMPARISON OF POPULATION GROUPS IN CITY WITH NUMBERS OF THESE GROUPS IN SKILL TRAINING

SACRAMENTO

Population Group		Total Number in City	Number of Students Enrolled in Skill Training Programs	Percent Enrolled
Age	Race/Sex			
16 to 18				
	Total	13,482	2,754	20.4%
	White	10,533	2,054	19.5
	Black	1,746	434	24.9
	Male	6,648	1,028	15.5
	Female	6,834	1,726	25.3
18-44				
	Total	83,720	4,037	4.8
	White	67,849	3,305	4.9
	Black	8,651	404	4.7
	Male	39,305	2,523	6.4
	Female	44,415	1,514	3.4

Note: In each age group the total of Blacks and whites may be somewhat less than the grand total. This difference represents the number of persons of other races, i.e. American Indian, Oriental residing in the city. Totals of whites include persons of Spanish surname.

periods of training for Federal Manpower enrollees.[4]

Each of the three colleges provided training to WIN enrollees, Cosumnes River providing them with counseling services as well. In addition to WIN enrollees, American River College enrolled MDTA and NYC II enrollees. Sacramento City College offered supporting services--counseling, work attitudes, orientation--and introduction to psychology to WIN and NYC II enrollees. In addition, Sacramento City College had a regular representative to the Cooperative Area Manpower Planning System (CAMPS) Committee.

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[4] According to the WIN Coordinator, the optimal training time for a disadvantaged male is six months.

Within the Federal Manpower programs there seemed to be more cooperation than conflict. For example, if the NAB-JOBS coordinator had an employer who needed action in less than the five to six weeks it took for a NAB-JOBS contract to be expedited, he turned the contract over to one of the JOP or WIN programs for negotiation. The Sacramento Economic Opportunity Corporation (SEOC) made referrals to MDTA, WIN, and the West Coast Building Materials Dealer's Association programs. The SEOC and JOP enrollees received day care services from the community action agency as did the NYC II program.

It was claimed by some people that the SEOC and the Employment Service JOP competed with each other and also with the NAB-JOBS program.

V. Summary

In conclusion, Sacramento doesn't seem to be meeting the needs for vocational education. In the high schools the range of offerings was limited and students were not properly motivated toward vocational education. According to the director, in the secondary schools there is a pressing need for a trained vocational staff capable of developing and implementing programs. He also pointed out the need for better facilities.

While the postsecondary institutions were offering a greater range of courses, they all had long waiting lists, and pressing needs for expanded facilities, transportation services, better counseling and more financial aid.

The manpower programs were relatively small and not reaching the hardcore disadvantaged. All had waiting lists. NYC II, for example, reported 10 applicants for every opening.

Generally programs offered by all three levels did not seem to be closely attuned to local labor market needs. Perhaps one of the problems in this area was the fact that the areas of shortage occupations--electricians, and plumbers--were heavily unionized.

Sacramento

TOTAL NUMBER OF STUDENTS ENROLLED AND TOTAL NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL TRAINING IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS

INSTITUTION/AGENCY	TOTAL ENROLLED	NUMBER ENROLLED FROM CITY	NUMBER IN OCCUPATIONAL TRAINING	NUMBER FROM CITY IN OCCUPATIONAL TRAINING
Sacramento Unified Public School District	10,052	10,052	2,390	2,487
Sacramento County Department of Education: Regional Occupation Program	504	156	504	156
Los Rios Community College District				
American River College:	16,000	685	10,334	453
Day			6,664	
Evening			3,670	
Consumnes River College:				
Day	2,146	717	447	358
Sacramento City College:	10,940	6,564	4,549	2,868
Day			3,087	
Evening			1,462	
Manpower Development Training Act	140	126	140	126
Work Incentive Program	1,859	232	638	232
Neighborhood Youth Corps II				
National Alliance of Businessmen - Job Opportunities in the Business Sector	342	124	342	124
Manpower Development Training Act - On-the-Job Training(1) U.S. Employment Service	58	39	58	39
MDTA-OJT - Sacramento Economic Opportunity Corporation	267	107	267	107
MDTA-OJT - West Coast Building Material Dealers Association	192	29	192	29
Sacramento Unified School District - Adult	8,990	8,990	4,368	4,368

(1) There are three On-the-Job Training programs in Sacramento.

Table 2

Sacramento

OCCUPATIONAL OFFERINGS IN PUBLIC INSTITUTIONS BY TYPE AND ENROLLMENT

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Sacramento Public Schools	
Clerk Typist	612
Typist	32
Automobile Mechanics	22
Electronics	44
Welding	23
Small Gas Engine Repair	6
Mill Cabinet	17
Vocational Work Experience	102
General Work Experience	541
Merchandising	56
Child Care and Guidance Class Assistant	72
Food Services	19
Fashion Merchandising	37
Health Ancillary Training Service	27
Bookkeeping and Accounting	294
Calculating Machine Operator	234
Business Majors	28
Secretarial Training	251
TOTAL	2,390
Regional Occupation Program	
Furrier	30
Automobile Services	40
Automobile Body Fender	12
Mechanics	110
Aircraft Maintenance	165
Construction Trades	30
Industrial Electronics	40
Electronics Occupation	10
Plastics	32
Upholstery	35
TOTAL	504
American River College - Day	
Accounting	486
Advertising	386
Business	1,256
Data Processing	405
Drafting	142
Electronics	465

Table 2
(Continued)

Sacramento

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
American River College - Day (Cont'd)	
Environmental Resources	465
Fashion Careers	89
Food Service Management	131
Human Services	283
Inhalation Therapy	72
Interior Design and Furnishing	59
Journalism	129
Library Technical Assistant	126
Management	220
Marketing	172
Mechanics, Auto Body, and Heavy Equipment	611
Medical Assistants	58
Nursery School	93
Nursing	194
Police Science	122
Recreation	260
Secretarial Practice	358
Welding	82
TOTAL	6,664
American River College - Evening	
Accounting	427
Advertising	73
Business	607
Construction Supervisors and Inspection	92
Data Processing	388
Drafting	21
Electronics	207
Fire Science	348
Library Technical Assistant	40
Management	541
Marketing	90
Automobile and Heavy Equipment Mechanics	23
Nursery School	51
Real Estate	630
Recreation	55
Secretarial Practice	57
Welding	20
TOTAL	3,670
Consumnes River College	
Automobile Mechanic	96
Service Station Attendant	26
Small Engine	20
Drafting	80

Table 2
(Continued)

Sacramento

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Consumnes River College (Cont'd)	
Accounting	70
Bookkeeping	23
Data Processing	59
General Office	32
Secretary	41
TOTAL	447
Sacramento City College - Day	
General Business	29
Accounting	20
Advertising	15
Bookkeeping	24
Business Management	93
Small Business Operation	20
Merchandising	16
Secretarial	138
Medical Secretary	32
Legal Secretary	66
Real Estate	11
Data Processing	236
Mechanical Engineering	1
Miscellaneous Engineering	1
Graphic Arts	37
Drafting	46
Electronics	97
Mechanical Technology	59
Metals Industry Technology	10
Electronics Repair Technology	18
Civil Engineering Technology	11
Journalism	4
Library Technical Assistant	16
Aeronautics	262
Automobile Mechanics	47
Vocational Nursing	32
Physical Education	1
Inhalation Therapy	191
Architectural Technology	12
Dental Assistants	79
Dental Hygiene	32
Cosmetology	79
Police Science	235
Home Economics, Gainful	16
Human Services	44
Community Service Aide	15
Medical Assistant	148
Occupational Training, Not Specified	894
TOTAL	3,087

Table 2
(Continued)

Sacramento

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Sacramento City College - Evening	
Business Administration	1
General Business	31
Accounting	40
Advertising	1
Bookkeeping	7
Business Management	86
Small Business Operation	3
Merchandising	7
Secretarial	32
Medical Secretary	2
Legal Secretary	9
Real Estate	41
Data Processing	123
Miscellaneous Engineering	2
Graphic Arts	6
Drafting	5
Electronics	16
Mechanical Technology	22
Civil Engineering Technology	4
Journalism	1
Library Technical Assistant	17
Aeronautics	3
Automobile Mechanics	1
Nursing, Vocational	11
Inhalation Therapy	18
Architecture	7
Dental Hygiene	1
Cosmetology	4
Police Science	93
Home Economics, Gainful	11
Human Services	3
Psychology	1
Medical Assistant	2
Electronics Repair Technology	5
Occupational Training, Not Specified	846
TOTAL	1,462
Public Schools - Adult	
Stenographic and Court Reporter	343
Personnel Supervision	18
Clerk Typist	29
Typist	184
Refrigeration and Air Conditioning	36
Household Appliance Repair	99
Automobile Body Repair	63
Automobile Mechanics	117

Table 2
(Continued)

Sacramento

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Public Schools - Adult (Cont'd)	
Automatic Transmissions	50
Office Machine Repair	66
Photography	13
Carpentry	139
Brick Laying Mason	33
Painting and Decorating	37
Plastering	20
Plumbing	45
Drywall	12
Glazing	11
Carpet, Linoleum, Soft Tile	33
Mill Wright	20
Electricity	62
Electronics	5
Color Television Repair	16
Photolithography	60
Combination Welding	34
Basic Refrigeration	36
Small Gas Engine Repair	72
Mill and Cabinet Work	17
Vocational Work Experience	35
Landscaping Groundskeeper	129
Grocery Checker	166
Merchandising	38
Insurance	72
Real Estate	28
Nurse's Aide (Convalescent)	114
Nurse's Aide (General)	121
Parent Pre-School	648
Parent Observation	364
Clothing	186
Interior Decoration	16
Bookkeeping and Accounting	243
Card Punch and Tab	25
Business Majors	387
Medical Transcription	79
Stenography	44
Upholstery	63
TOTAL	4,368

Table 3

Sacramento

OCCUPATIONAL OFFERINGS IN FEDERAL MANPOWER OR EDUCATIONAL PROGRAMS: BY TYPE, ENROLLMENT, AND AGENCY PROVIDING TRAINING

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED	AGENCY PROVIDING TRAINING
	Manpower Development and Training Act	
Cook (Special Diet)	27	Sacramento Skill Center
Clerical (Multi-Medical)	31	American Legion School for Adults
Household Appliance Repair	34	American Legion School for Adults
Color Television Repair	25	Not Available
Automobile Body Repair	23	Not Available
TOTAL	140	
	Work Incentive Program	
Automotive Mechanic	96	Training agencies include three junior colleges, the state college, the Sacramento Unified School District and a private school. No breakdown by training agency is available.
Automobile Body Repair	32	
Building Maintenance	25	
Medical Aide	38	
Social Service Aide	38	
Clerical Aide	108	
Groundskeeping	25	
Color Television Repair	83	
Upholstery	19	
Moving and Storage	33	
Truck Driving	32	
Office Machine Repair	20	
Refrigeration and Appliance Repair	19	
Plant Maintenance	70	
TOTAL	638	
	Neighborhood Youth Corps - II	
Clerical Aide	10	Sacramento Housing Authority
Maintenance Aide	6	Sacramento Housing Authority
Recreation Aide	7	Sacramento Recreation Department
Warehouseman Aide	8	Sacramento Army Department
Placement Aide	6	Youth Opportunity Center
Drafting Aide	8	Corps of Engineers
Equipment Repair Mechanic	7	Air Force Base
Engineering Aide	6	Corps of Engineers
Laboratory Aide	13	Air Force Base
Printing Aide	5	Air Force Base
Visual Communication Aide	6	Air Force Base
Clerical Aide	6	National Guard
Public Works Aide	7	County of Sacramento
Library Aide	13	County Library
Garage Attendants	8	County of Sacramento
Tab Operation Aide	10	Bureau of Beaches and Parks
Keypunch Operator	6	Department of Motor Vehicles
Clerk Aide	3	Department of Immigration
Map Reading Aide	1	State Lands Commission
Supply Room Aide	7	Air Force Base
TOTAL	143	

Table 4

Sacramento

SUMMARY OF OCCUPATIONAL OFFERINGS AND NUMBER OF STUDENTS SERVED BY SECONDARY, POSTSECONDARY, AND DEPARTMENT OF LABOR PROGRAMS

OCCUPATIONAL OFFERINGS	TOTAL	HIGH SCHOOL	POSTSECONDARY	DEPARTMENT OF LABOR
Landscaping	25			25
Advertising	475		475	
Automotive Services	48	40		8
Merchandising	79	56	23	
Fashion Merchandising	126	37	89	
Real Estate	682		682	
Food Service Management	150	19	131	
General Merchandising	262		262	
Transportation	73			73
Medical Assistant	246		208	38
Nursing	237		237	
Inhalation Therapy	281		281	
Dental Hygiene	33		33	
Dental Assistant	79		79	
Laboratory Aide	13			13
Allied Health Occupations	27	27		
Care and Guidance of Children	216	72	144	
Home Economics, Gainful	116		116	
Accounting	1,043		1,043	
Business	1,952	28	1,924	
Data Processing	1,211		1,211	
Supervisory and Administrative Management	963		963	
Secretarial	986	251	735	
Clerk Typist	612	612		
Typists	32	32		
Bookkeeping	348	294	54	
General Office	32		32	
Clerical	166			166
Office Machines	234	234		
Fire Science	348		348	
Library Technical Assistant	199		199	
Recreation Aide	322		315	7
Social Service and Community Aide	79		15	64
Environmental Control	465		465	
Journalism	134		134	
Police Science	450		450	
Engineering Technology	9		3	6
Mechanical Technology	81		81	
Civil Engineering Technology	15		15	
Aeronautical Technology	265		265	
Architectural Technology	19		19	
Electronics Repair Technology	23		23	
Mechanical Engineering Technology	1		1	
Metallurgical Technology	10		10	
Human Services Aide	330		330	
Drafting	302		294	8
Mechanics	744	110	634	
Automobile Body and Fender	67	12		55

Table 4
(Continued)

Sacramento

OCCUPATIONAL OFFERINGS	TOTAL	HIGH SCHOOL	POSTSECONDARY	DEPARTMENT OF LABOR
Aircraft Maintenance	165	165		
Construction Trades	122	30	92	
Industrial Electronics	40	40		
Electronics	839	54	785	
Plastics	32	32		
Upholstery	54	35		19
Automobile Mechanics	262	22	144	96
Radio and Television Repair	108			108
Small Gas Engine Repair	26	6	20	
Millwork and Cabinetmaking	17	17		
Welding	125	23	102	
Office Machine Repair	36			36
Appliance Repair	53			53
Cook/Chef	27			27
Equipment Repair Mechanic	7			7
Custodial	101			101
Visual Communications Aide	6			6
Graphic Arts	48		43	5
Cosmetology	83		83	
Automotive Services	26		26	
Furrier	30	30		
Interior Design and Furnishing	59		59	
Not Specified	1,653		1,653	
Work Experience	616	616		
TOTAL	19,145	2,894	15,330	921

Table 4A

Sacramento

DISTRIBUTION OF OCCUPATIONAL ENROLLMENTS BY LEVEL AND AREA

AREA	LEVEL		
	SECONDARY	POSTSECONDARY	DEPARTMENT OF LABOR
Agriculture	--%	--%	2.7%
Distributive Education	5.3	10.8	8.8
Health	.9	5.5	5.5
Home Economics (Gainful)	2.5	1.7	--
Office	50.1	38.9	18.0
Technical Education	--	15.3	8.4
Trade and Industry	19.9	17.0	56.6
Unspecified	21.3 /1	10.8 /2	--
TOTAL	100.0%	100.0%	100.0%

/1 work experience

/2 non-specified

CITY Sacramento

TABLE 5

SUMMARY OF SELECTED SERVICES AVAILABLE BY PROGRAM

AGENCY/INSTITUTION	VOCATIONAL GUIDANCE	COUNSELING	ADULT BASIC EDUCATION AND REMEDIAL EDUCATION	ENGLISH AS A SECOND LANGUAGE	LEGAL AID	CHILD DAY CARE	TRANSPORTATION	HEALTH SERVICES	JOB DEVELOPMENT AND PLACEMENT
Sacramento Public Schools		I					*		I
Sacramento Reg. Occupation Center							I		
Los Rios Community College District									
American River College	I	I	I	I	X			I(2)	I
Consumnes River College		I	I		X				I
Sacramento City College		I	X						I
MDTA Institutional	I	I			X			*	I
WIN	I	I	I	I	I	I	I	I	I
NYC II	I	I	I		X	I	I	I	I
JOP Employment Service		I							I
Jop Seaco	I	I			X	X		*	I
Jop West Coast Builders		I	X		X			X	I
NAB-JOBS	I	I	I	X	X	I	I(1)	I	I

I = Provided by Program
X = Available by Referral
* Insufficient Information

Sacramento

PROGRAM ENROLLMENTS BY OFFERING AGENCY AND POPULATION GROUPS SERVED

INSTITUTION/AGENCY	TOTAL	BLACK	WHITE	SPANISH SURNAME	OTHER
Sacramento Public Schools	100%	15%	63%	12%	10%
Male	36%				
Female	64%				
Sacramento Regional Occupational Program	100	11	80	5	4
Male	60				
Female	40				
American River College	100	3	89	7	1
Male	61				
Female	39				
Consumnes River College	100	23	54	15	8
Male	70				
Female	30				
Sacramento City College	100	8	76	6	10
Male	60				
Female	40				
Manpower Development and Training Act	100	28	53	17	2
Male	52				
Female	48				
Work Incentive Program	100	19	60	19	2
Male	90				
Female	10				
Neighborhood Youth Corps II	100	40	5	45	10
Male	35				
Female	65				
On-the-Job Training (Sacramento Economic Opportunity Corp.)	100	25	33	28	14
Male	51				
Female	49				
On-the-Job Training (West Coast Building Material Dealers Association)	100	6	64	26	
Male	88				
Female	12				
National Alliance of Businessmen - Job Opportunities in the Business Sector	100	37	32	24	7
Male	73				
Female	27				

Table 7

Sacramento

NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY

OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY	NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY	PERCENTAGE OF TOTAL NUMBER OF STUDENTS ENROLLED IN ALL OCCUPATIONAL PROGRAMS
Automotive Services	48	.25%
Merchandising	79	.41
Fashion Merchandising	126	.66
Food Service Management	150	.78
Medical Assistant	246	1.28
Care and Guidance of Children	216	1.13
Business	1,952	10.19
Secretarial	986	5.15
Bookkeeping	348	1.82
Recreation Aide	322	1.68
Social Service and Community Aide	79	.41
Engineering Technology	9	.05
Drafting	302	1.58
Mechanics	744	3.89
Automobile Body and Fender	67	.35
Construction Trades	122	.64
Electronics	839	4.38
Upholstery	54	.28
Automobile Mechanics	262	1.37
Small Gas Engine Repair	26	.14
Welding	125	.65
Graphic Arts	48	.25
TOTAL	7,150	37.35%

Section 18

TOLEDO

I. Introduction

Toledo, located in northwestern Ohio at the mouth of the Maumee River, is an industrial city with a heavy emphasis on manufacturing which provides over 39 percent of the employment in the city. According to studies conducted by the Ohio Bureau of Employment Service, the areas of greatest growth over the next few years will be the construction industry and the service trades.

Although manufacturing is currently the largest area of employment, manpower needs over the next few years are projected to be much higher in non-manufacturing areas, due to a gradual decline and a large number of separations in the manufacturing industry. Significant declines have already occurred in the production of fabricated metals, transportation equipment and rubber goods and chemicals.

According to the 1970 Census, the population of Toledo was 383,818 with 52,915 or 14 percent Black and 1,835 or 0.5 percent other races. Of those persons 25 years or older, less than 50 percent have completed four years of high school or more. However, for the Black population only 33 percent have completed high school. In the age group 18 to 24, 69 percent have completed four years of high school or more. This would indicate that the educational attainment level is increasing, a conclusion which is substaniated by the fact that 96 percent of the age group 14 to 17 is currently in school.

The 1970 Census reported that of all persons in Toledo between the ages of 16 and 64 approximately 28 percent had received some type of vocational training.

Approximately eight percent (7,485) of the families in Toledo have incomes below the poverty level (mean family income $1,865.00). Of this number, approximately 32 percent are receiving public assistance income. Examining the data for Black families, we find that 24 percent of them received less than a poverty level income. with 49 percent of this group receiving public assistance payments.

II. Occupational Education in Toledo

Occupational education in the public schools of Toledo has experienced rapid growth over the last few years. Enrollments have grown from 916 students in 1965-66 to 4,900 in 1970-71. This included consumer and homemaking education, but did not include industrial arts or non-vocational business. Vocational education in the Toldeo public schools is offered only in the 11th and 12th grades. Generally, it is a two-year program, although the school system has instituted "crash" programs for seniors who suddenly decide they wish to learn a vocation. Excluding consumer and homemaking programs, 36 percent of all 11th and 12th grade students in the Toledo public schools were enrolled in vocational programs during Fiscal Year 1971.

Toledo has also introduced a career education program in several of its schools and plans to expand it to all high schools this year. Approximately 1,000 of its students are enrolled in cooperative programs and spend a half day in school and a half day working. The public schools also operated a large adult and apprenticeship program.

Postsecondary occupational education was available at the Community and Technical College, a part of the University of Toledo, and at the Michael J. Owens Technical College which is located just outside the city in Perrysburg. The Community and Technical College requires that an entering student be 18 years of age and not presently attending school. A high school diploma or General Equivalency Diploma (GED) is not required. Tuition at the college is $240.00 per quarter for a full-time student. Owens Technical Institute, on the other hand, requires a high school diploma or GED, except in very special cases. Tuition at this institution is only $160.00 per quarter for students living in the district.

In addition to the two postsecondary institutions there were also six Federal manpower programs offering skill training (see Table A).

The Manpower Development and Training Act (MDTA) program was operated on a contract basis, purchasing training from available sources as there was no designated Skills Center in the city. This arrangement has limited both the number of persons trained and the types of training available through this program. Even though the Community and Technical College and Owens Technical College have a variety of programs, most of these programs are over subscribed and it has been difficult for MDTA to buy slots.

The Concentrated Employment Program (CEP) was the largest Federal manpower program in Toledo but only 22 percent of its enrollees were enrolled in skill training. Toledo also had a Work Incentive program (WIN) and a Neighborhood Youth Corps II (NYC II) program. The NYC II program has been seriously hampered in providing occupational training because of a lack of training resources. There is also a small Jobs Optional Program (JOP) and a National Alliance of Businessmen-Job Opportunities in the Business Sector program (NAB-JOBS) project.

Occupational Offerings

Occupational education in the secondary schools offered 51 distinct vocational programs with largest concentrations in general merchandising and stenography, each of which enrolled almost 10 percent of all secondary vocational students.

TABLE A

NUMBER OF STUDENTS ENROLLED IN SKILL TRAINING IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS

TOLEDO

Institution/Agency	Number Enrolled from City	Number from City in Skill Training
Toledo Public Schools[1]	8,061	2,452
University of Toledo Community and Technical College	3,077	2,388
Michael J. Owens Technical College	239	239
MDTA	107	107
CEP	1,107	246
WIN	498	141
NYC II	150	67
JOP	10	10
NAB-JOBS	153	152
Toledo Public Schools/Adult	N.A.	2,393
Toledo Public Schools Apprenticeship Program	1,044	1,044

Note: Twenty-five of those in Federal Manpower programs are being trained in and included in the totals of University of Toledo Community and Technical or Michael J. Owens Technical College, as well as in the Federal Manpower totals.

[1] Enrollment does not include consumer and homemaking, industrial arts or non-vocational business courses.

The University of Toledo Community and Technical College offered 19 separate vocational programs, 11 of which were technologically oriented. Largest concentrations were in law enforcement (15.4 percent), computer programming (10.9 percent), mid-management (10.6 percent) and mechanical engineering technology (9.8 percent).

While the postsecondary institutions which enrolled 55.4 percent of the total number of persons receiving vocational education in Toledo, offered only 23 occupational options, the Federal manpower programs which enrolled only 8.5 percent of the total, offered 34 distinct programs. Looking at Appendix Table 4 we see that almost one-third of the Federal manpower enrollees were in building trades with social service aides at 9.3 percent running a poor second. Appendix Table 4A indicates the relative emphasis of each of these levels by occupational area.

Selected Services

Of the nine ancillary services reviewed, (see Table 5) the public secondary schools offered six, including child day care services which were not offered by either of the postsecondary institutions and only by four of the Federal manpower programs in the city. The postsecondary schools offered six of the nine services while the six Federal Manpower programs offered eight of the services, either in-house or through referral. No program offered all nine of the services reviewed.

In Toledo, as in other cities, Federal manpower programs designed specifically for the disadvantaged provided a more extensive array of supportive services and offered these in more depth than did the secondary or postsecondary programs.

Reflecting their increasing enrollments of disadvantaged students, the postsecondary institutions have recently introduced a number of services specifically designed for the disadvantaged. The Technical and Community College offered a reading laboratory and remedial math for students who had academic problems. Both postsecondary institutions had a fairly extensive financial aid program. While counseling and vocational guidance were provided at both institutions, they were not of the range and intensity as these services in the Federal manpower programs. However, in some of the Federal manpower programs ancillary services were provided by the Employment Service. In a program such as WIN, it was evident that the supportive services played a significant role in helping enrollees achieve employment. A number of enrollees were placed directly in jobs after family, health, educational, and other problems were straightened out.

The secondary schools have provided a number of pre-vocational and orientation programs as well as some vocational counseling (only two vocational counselors in system). They have initiated some special programs for the disadvantaged. One program is in distributive education and involves work experiences and on-site classes. A special center for training handicapped students is just being opened.

It is evident that as the secondary schools and postsecondary institions have expanded their programs and services for the disadvantaged, they are serving more of the individuals who formerly would have dropped out or left school unprepared to enter employment. This is especially evident in analyzing the population currently in the Federal Manpower training. Most of these individuals were in school approximately 10 years ago when there were limited vocational programs and practically none of the supportive services currently available. This is not to indicate that the schools are doing all that could be done, but there does seem to be considerable improvement in retention since 98.6 percent of all individuals 7 to 17 years of age are currently enrolled in school

The ancillary services are particularly significant to those out-of-school individuals who for a variety of reasons, including education, health, economics, training, and family problems cannot find employment. These are particularly important to population groups, in this case Blacks primarily and Black women particularly, who have not been well served, both in terms of education and occupational training by public education in the past.

Characteristics of Students

About three-fourths of secondary vocational students were white, the remainder being Black with a very small proportion of Spanish surname students. The public school adult program was 85 percent white and the apprenticeship program almost entirely white. The two public postsecondary schools were both about 80 percent white.

By contrast, the Federal Manpower Programs were mainly Black with CEP and NYC II almost entirely Black-oriented. These were also the two programs offering the most ancillary services.

The secondary and the adult programs were about one-third male compared with three-fourths male in the two postsecondary schools and 100 percent male in the apprenticeship program, excepting Jobs Optional Program (JOP) which was entirely male, and WIN which is 65 percent female, the Federal Manpower programs are 60 percent to 70 percent male. The racial and sex breakdowns of all programs are displayed in Appendix Table 6. Regarding educational characteristics of enrollees in Federal Manpower programs, MDTA reported that 50 percent of its enrollees had completed high school while the percentage for WIN was estimated at between 30 and 40 percent. CEP reported that only 30 percent of its enrollees had completed high school and noted that the percentage was higher for females than for males. NAB-JOBS reported that only 27 percent of its enrollees had completed high school. While a high school or General Equivalency Diploma was not required by the Community and Technical College, administrators estimated that less than five percent of the student body had not completed high school. As a high school diploma or its equivalent was required by Owens Technical Institute, 100 percent of its student body had completed high school.

III. Overlap, Duplications, and Gaps

Of the 6,728 individuals in occupational programs in Toledo, approximately 2,309 or 34 percent were enrolled in occupational programs which were offered by more than one institution or agency. However, for many of these, the overlap is insignificant. For example, Federal Manpower progams may have one or two enrollees in an occupational program which is primarily offered at the secondary or postsecondary level. Moreover, while Federal Manpower Training Programs enrolled 574 individuals in skill training 150 or 54.7 percent of their enrollees were trained in public secondary and postsecondary institutions. Our interviews indicated this figure would have been much higher had spaces been available. Of the total output of all programs in the city, postsecondary institutions provided 57 percent and secondary 37.1 percent with the remainder being provided through contracts to private sources by Federal Manpower programs. Only six programs enrolled enough students to raise the question of possible duplication. These were food service management, medical assistant, accounting and computing, general office clerk, stenographer and secretary, and cosmetology. These enrolled 1,057 individuals or 15.7 percent of the total enrollments.

Both the high schools and the postsecondary institutions had courses in food service management, accounting and computing, and stenography and secretarial where there was a possibility that different skill levels were involved. Appendix Table 7 displays all the offerings where there was any overlap. Reference to Table 4 in the Appendix will show where the overlap occurred.

Programs Compared with the Local Labor Market

Examination of local labor market information furnished by the Ohio Bureau of Employment Service indicates that seven programs enrolling 623 students (9.3 percent of total enrollment) were in areas where there was a surplus of workers in the local labor market. In some occupations, especially the machine trades, there were opportunities in other areas of the state.

As in most of the cities surveyed, most of the surpluses were in the low or unskilled areas, such as general clerical and sales, machine trades, and service areas such as maids, nurse aides, truck drivers, porters, and store laborers. While skilled individuals have been unemployed as a result of the general decline in the economy, there has been difficulty in placing them because they do not have the skills currently in demand.

TABLE B-1

NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN TRAINING FOR OCCUPATIONS FOR WHICH THERE IS A SURPLUS OF WORKERS

TOLEDO

Skill Training Programs	Number of Students Enrolled	Percent of Total Number of Students Enrolled in All Skill Training Programs
General Office	84	1.2
General Office Clerk	103	1.6
Machine Shop	121	1.8
Machine Tool	34	0.5
Apparel	39	0.6
General Merchandise	233	3.5
Nurse Aide	9	0.1
Total	623	9.3

Of the seven programs in surplus areas, only two, general office and general office clerk are offered at more than one level. These two programs are offered both by the secondary schools and by some of the Federal Manpower programs, with the bulk of the enrollment being in the secondary schools.

In almost all the surplus areas, jobs were available in allied occupations at higher skill levels. While there was a surplus of general clerks, there was a demand for secretaries, bookkeepers, and accountants. Also, while there was a surplus of machine operators and shop workers, there was a demand for metallurgical technicians and tool-and-die makers.

Approximately 18 occupational programs enrolling 1,828 individuals or 27.2 percent of the total enrollment were in areas where there were shortages of workers. Three of these programs were offered at more than one level (i.e. secondary, postsecondary, and Federal Manpower.)

TABLE B-2

NUMBER AND PERCENT OF STUDENTS ENROLLED IN TRAINING FOR OCCUPATIONS FOR WHICH THERE IS A SHORTAGE OF WORKERS

TOLEDO

Skill Training Programs	Number of Students Enrolled	Percent of Total Number of Students Enrolled in All Skill Training Programs
Horticulture (Landscaping)	64	1.0
Civil Engineering (Structural Design)	83	1.2
Industrial Engineering	94	1.3
Electrical Engineering	86	1.3
Mechanical Design	9	0.1
Mechanical Engineering	354	5.3
Electricity	38	0.6
Industrial Electronics	34	0.5
Licensed Practical Nurse	8	0.1
Accounting and Computing	105	1.6
Stenographers and Secretaries	477	7.1
Bookkeping	1	0.01
Electronic Engineering Technology	198	2.9
Mechanics	38	0.6
Automobile Body and Fender	51	0.8
Appliance Repair	39	0.6
Cosmetology	87	1.3
Quantity Food Occupations	62	0.9
Total	1,828	27.2

Examination of an occupational outlook survey made for the metropolitan area indicated several areas where there was a strong demand for workers and where there was little or no training being conducted by the programs surveyed. Some of these were automobile mechanics, automobile service station attendants, bookkeepers, carpenters, cashiers, cooks, inspector/testers, licensed practical nurses, registered nurses, computer analysts, structural draftsmen, production machine operators, and salesmen. There were several other occupations in which there were significant openings but the low rate of pay and the uncertainty of steady employment did not encourage training programs.

In conclusion, there seemed to be only minor overlaps in skill training programs in Toledo. Since so few of the programs were in surplus areas, and since a large percentage of the programs were in shortage areas, duplication of programs did not appear to be a major issue in this city. Better program planning and closer coordination between programs could easily remove the overlaps that might potentially cause problems such as in the general clerical area.

The significant issue seemed to be the gaps in programs, particularly at the postsecondary level. The two postsecondary institutions in Toledo were operating at full capacity with more applications than training spaces. This holds true even though one of the postsecondary institutions, the Community and Technical College, charged a rather high tuition of $240.00 per quarter. The other postsecondary institution, Owens Technical College, charged only $160.00 per quarter.

Labor market data indicated that these institutions could expand into several new occupational areas where there is a demand for workers. Our interviews indicated that the administrators of these programs were aware of some of these opportunities but were hampered, both by the lack of facilities and funds for new programs. The Community and Technical College received very little in state and federal funds for occupational programs. This is apparently true because the state has concentrated its funds for postsecondary education on the area schools such as Owens and because the programs of the former do not always meet state criteria for reimbursement.

Almost all of the administrators of Federal Manpower Training programs expressed the need for additional training resources in the city. With only three percent of the age group 19 to 44 involved in publicly funded preparatory skill training, it is evident that a significant gap exists in skill training in Toledo.

At the secondary level, significant progress has been made in expanding occupational education opportunities. Not only was the current status above average for the cities surveyed, but future plans indicated further expansion in line with student needs and desires, and local labor market opportuniti While there are still a number of students who will neither go on to college nor be enrolled in occupational programs, the local director has plans to provide for these students as resources become available.

Programs Compared with Population Groups

The Toledo public schools enrolled 2,452 students in occupational programs during FY 1971. If we add the 67 enrolled and trained by NYC II, we find that 2,519 or 12.1 percent of the 16 to 18 age group was enrolled in skill training programs during that year.

Postsecondary and Federal Manpower programs enrolled 3,121 individuals or 2.6 percent of the age group 19 to 44. If we add on-the-job training programs, adult vocational education, and apprenticeship programs run by public institutions, we find that this number rises to 6,720 or a total of 5.5 percent served in publicly funded skill training programs.

While 12.1 percent of the age group 16 to 18 were enrolled in skill training, this percentage was approximately 10.6 percent for whites and 20.2 percent for Blacks. Excluding consumer and homemaking enrollments, 15 percent of the females and 9.3 percent of the males in this age group were enrolled in skill training. The public secondary schools served 96.7 percent of all Blacks and an even larger percentage of whites (99.8) in skill training in the 16 to 18 age group.

Examining the 19 to 44 age group, we find that 2.6 percent of the total age group was enrolled in occupational offerings. Broken into racial groups, 2.2 percent of the whites and 4.4 percent of the Blacks participated in skill training. Males comprised approximately four percent and females 1.3 percent of the total. More Blacks, however, were in skill training ing at the postsecondary level than in all Federal Manpower Programs in Toledo. Although some of the postsecondary enrollees were referred and paid for by Federal Manpower programs, in the case of whites the emphasis on postsecondary occupational education was even more extreme with only about six percent of the white trainees in Federal Manpower programs.

IV. Management, Administration and Coordination

The concensus of opinion in Toledo was that while there was some communication between various program administrators, there was not a great deal of coordination among programs. Most contracts were on a need basis, such as when MDTA contracted for training with one of the postsecondary institutions. The Cooperative Area Manpower Planning System (CAMPS) did not seem to play a major role in coordination since most of the program administrators were not represented and did not attend meetings.

The need for pre-service and in-service training which is both timely and relevant was stressed both for teachers and administrators at the postsecondary institutions.

All of the program administrators felt that improved data and management information were needed. It was evident from our interviews that most of the program administrators needed technical assistance in dealing with population data. labor market data, and in planning programs based on this type of information. Even the director of vocational education for the secondary schools who was especially knowledgeable in the area of planning and management, expressed a need for help in designing and restructuring the curriculum.

TABLE C

COMPARISON OF POPULATION GROUPS IN CITY WITH NUMBERS OF THESE GROUPS IN SKILL TRAINING

TOLEDO

Population Group		Total Number in City	Number of Students Enrolled in Skill Training Programs	Percent Enrolled
Age	Race			
16 to 18	Total	20,751	2,519	12.1
	White	17,361	1,846	10.6
	Black	3,325	673	20.2
	Male	10,239	947	9.3
	Female	10,512	1,572	15.0
19 to 44	Total	121,496	3,121	2.6
	White	103,580	2,273	2.2
	Black	17,072	752	4.4
	Male	58,166	2,293	3.9
	Female	63,330	828	1.3

Note: In each age group the total of Blacks and whites may be somewhat less than the grand total. This difference represents the number of persons of other races, i.e. American Indian, Oriental, residing in the city. Totals of whites include persons of Spanish surname.

V. Summary

Toledo has a very impressive program of skill training at both the secondary and postsecondary levels. Federal Manpower training programs are very small and over subscribed. All of the programs surveyed reported that demand for training was far in excess of availability.

There appeared to be little or no duplication of programs. More than 25 percent of the enrollees were in programs that were in areas where there were shortages of workers. Only a very few (8.5 percent) were in areas where there was surplus of workers.

The major problem seemed to be the availability of resources to expand facilities and programs to meet the demand. For Federal Manpower programs, the problem seemed to be additional slots to serve the disadvantaged and additional training resources to provide relevant occupational training. .

The need for increased coordination is already evident in that many of the program administrators were not fully aware of programs run by other agencies or institutions. This is particularly true between the secondary schools and the postsecondary institutions and between the Federal Manpower training programs and the postsecondary institutions. This problem will become more critical if there is an increase in programs to fill the gap that currently exists at all levels.

There also seemed to be a need for some assistance to all the program administrators, particularly postsecondary and Federal Manpower program personnel in training and programming for the disadvantaged.

Table 1

Toledo

TOTAL NUMBER OF STUDENTS ENROLLED AND TOTAL NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL TRAINING IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS

INSTITUTION/AGENCY	TOTAL ENROLLED	NUMBER ENROLLED FROM CITY	NUMBER IN OCCUPATIONAL TRAINING	NUMBER FROM CITY IN OCCUPATIONAL TRAINING
Toledo Public Schools	8,061	8,061	2,452	2,452
University of Toledo Community & Technical College	3,946	3,077	3,062	2,388
Michael J. Owens Technical College	665	239	644	239
Manpower Development and Training Act	107	107	(1) 107	107
Concentrated Employment Program	1,107	1,107	246	246
Work Incentive Program	536	498	154	141
Neighborhood Youth Corps II	150	150	67	67
Jobs Optional Program	17	10	16	10
National Alliance of Businessmen - Job Opportunities in the Business Sector	161	153	161	152
Toledo Public Schools - Adult	N.A.	N.A.	3,191	2,393
Toledo Public Schools - Apprenticeship Program	N.A.	1,044	1,393	1,044

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(1) Twenty-five of those in Department of Labor skill training programs are being trained in and included in the totals of University of Toledo Community and Technical or Michael J. Owens Technical College, as well as in the Department of Labor program totals.

Table 2

Toledo

OCCUPATIONAL OFFERINGS IN PUBLIC INSTITUTIONS BY TYPE AND ENROLLMENT

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Public Schools - Secondary	
Horticulture	64
Apparel	39
Automotive	5
Finance and Credit	3
Floristry	5
Food Distribution	12
Food Service	51
General Merchandising	233
Hardware and Building Materials	4
Industrial Marketing	3
Personal Service	20
Petroleum	8
Recreation and Tourism	3
Transportation	2
Food Management (Production & Service)	43
Institution and Home Management	4
Accounting and Computing	44
Business Data Processing Systems	46
Filing, General Office Clerk	76
Duplicating	1
General Office	80
Office Machine	10
Materials Support	15
Stenographer	267
Typing	80
Specialization, Health Occupation	98
Medical Assistant	42
Appliance Repair	24
Automobile Body and Fender	38
Mechanic	38
Specialization, Trade and Industry	73
Aircraft Maintenance	25
Business Machine Maintenance	68
Commercial Art	23
Carpentry	66
Masonry	36
Electricity	38
Drafting	71
Construction and Maintenance	64
Industrial Electronics	34
Radio and Television	100
Graphic Arts	62
Metal Working	35
Foundry	48
Machine Shop	121

Table 2
(Continued)

Toledo

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Public Schools - Secondary (cont'd)	
Machine Tool	34
Sheet Metal	20
Welding	23
Cosmetology	66
Quantity Food	62
Cabinetmaker	25
TOTAL	2,452
Public Schools - Adult	
Horticulture	34
Finance and Credit	64
Food Distribution	20
General Merchandising	1,611
Dental Assistant	19
Practical Nurse	118
Food Service Supply	18
Clothing and Textiles	224
Food and Nutrition	38
Housing	24
Accounting and Computing	58
Business and Data Processing	53
Office Machines	79
Stenographer/Secretary	115
Typing and Related	177
Automobile Body and Fender	54
Mechanics	74
Aircraft Maintenance	31
Blueprint	46
Electricity	45
Drafting	29
Electrical Occupation	26
Industrial Electrical	15
Radio and Television	31
Machine Shop	13
Welding	97
Refrigeration	18
Upholstering	27
Millwork and Cabinetmaking	33
TOTAL	3,191
Public Schools - Apprenticeship	
Automatic Heat and Electrical Repair	31
Major Appliances	6
Floorlayers	30

Table 2
(Continued)

Toledo

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Public Schools - Apprenticeship (cont'd)	
Carpentry	134
Electricians	202
Masonry	73
Painting and Decorating	27
Plumbing and Pipefitting	157
Glazing	8
Construction and Maintenance Trades	114
Metalworking Occupations	56
Foundry	18
Machine Shop	369
Sheet Metal	97
Millwork and Cabinetmaking	14
Industrial Electrician	57
TOTAL	1,393
University of Toledo Community and Technical College	
Computer Programming	333
Food Service	44
Legal Secretary	72
Medical Assistant	157
Mid-Management	326
Retail and Sales Manager	219
Secretarial	116
Architectural Technology	96
Chemistry	54
Drafting and Design Technology	69
Engineer Technology, Civil Building	73
Engineer Technology, Highway Design	40
Engineer Technology, Pollution Control	34
Engineer Technology, Electronics	198
Engineer Technology, Industrial	93
Engineer Technology, Mechanical	300
Law Enforcement Technology	473
Library Technology	41
Social Service Technology	324
TOTAL	3,062
The Michael J. Owens Technical College	
Accounting	60
Agri-Business	46
Architectural Drafting	2
Chemical Engineering	4
Child Development	83
Civil Engineering	10
Computer Programming	97

Table 2
(Continued)

Toledo

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
The Michael J. Owens Technical College (cont'd)	
Developmental Program, Occupational	5
Educational Technology	1
Electrical Engineering	86
Environmental Health	8
Executive Secretary	11
Fire Science	41
Food Service Management	10
Industrial Engineering	1
Technical Design	9
Mechanical Engineering	54
Police Science	76
Retail Midmanagement	38
Supermarket Management	2
TOTAL	644

Table 3

Toledo

OCCUPATIONAL OFFERINGS IN FEDERAL MANPOWER OR EDUCATIONAL PROGRAMS: BY TYPE, ENROLLMENT, AND AGENCY PROVIDING TRAINING

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED	AGENCY PROVIDING TRAINING
Manpower Development and Training Act		
Air Conditioning Mechanic	18	Public Vocational Technical School
Clerk General Office	15	Public Vocational Technical School
Automobile Body Repairman	13	Public Vocational Technical School
Electrical Appliance Serviceman	15	Public Vocational Technical School
Emergency Medical Technician	22	Medical School
Surgical Technician	24	Hospital
TOTAL	107	
Concentrated Employment Program		
Building Trades - Pre-apprenticeship	168	CEP - Skills Center
Reading Laboratory Technician	4	Public College
Library/Medical Technician	2	Public College
Mathematics Aide	1	Public College
Counselor's Aide	7	BVR, Model Cities
Employment Service Technician	4	OBES
Community Worker	9	County Day Care Center
Sanitary Aide	6	City Department of Health
Management Maintenance	4	Toledo Mental Health Association
Welfare Aide	16	County Welfare Department
Social Services Technician	4	Health Center
Medical Technician	1	Health Department
Field Representative	2	Chase Park Center, Grace Center
Social Worker Aide	4	Medical College, Methadone Maintenance Clinic
Residence Service Aide	4	Toledo Mental Health Association
Youth Advisor	2	WEPY - NYC
Community Resources Coordinator	2	Private
Bookkeeper	1	Planned Parenthood
Teacher's Aide	1	Day Care Center
Investigator	1	Private
Laboratory Technician	1	Public College

Table 3
(Continued)

Toledo

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED	AGENCY PROVIDING TRAINING
Concentrated Employment Program (Cont'd)		
Office Manager Trainee	1	Boy Scouts
Biology Aide	1	Public College
TOTAL	246	
Work Incentive Program		
Barber	6	Private College
Stenographer	11	Private College
General Office	4	Private College
IBM Operations, Clerical	3	Private College
Cosmetology	15	Private College
Meat Cutter Apprentice	1	Private College
Automobile Mechanic	1	Public Institution
Child Development	3	Public Institution
Radio Technologist	1	Private
Radio and Television Electronics	1	Private
Data Processing	1	Private
Licensed Practical Nurse	8	Public Schools
Computer Programming	4	University of Toledo Community and Technical College and Owens Technical Institute
Legal Secretary	2	University of Toledo Community and Technical College
Medical Assistant	3	
Middle Management	1	
Law Enforcement	1	
Pollution Control	2	
Environmental Health	1	
Accounting	1	
Electronic Technician	1	
Architecture	1	
Retail Sales Management	1	
Social Work Technician	8	
Radiological Technician	1	
Other	72	
TOTAL	154	
Neighborhood Youth Corps II		
Clerical	12	Private Business School
Food Service	13	Goodwill Industries
Automobile Mechanics	9	Public Schools - Evening
Nurse's Aide	9	Public Schools - Evening
Radio Television Repair, Machine Shop, Building Maintenance	24	Public High School-Evening Occupational Center
TOTAL	67	

Table 4

Toledo

SUMMARY OF OCCUPATIONAL OFFERINGS AND NUMBER OF STUDENTS SERVED BY SECONDARY, POSTSECONDARY, AND DEPARTMENT OF LABOR PROGRAMS

OCCUPATIONAL OFFERINGS	TOTAL	HIGH SCHOOL	POSTSECONDARY	DEPARTMENT OF LABOR
Agriculture Business	46		46	
Horticulture	64	64		
Apparel	39	39		
Automotive	5	5		
Finance and Credit	3	3		
Floristry	5	5		
Food Distribution	12	12		
Food Service, Management	105	51	54	
General Merchandise	233	233		
Hardware, Building Material	4	4		
Industrial Marketing	3	3		
Personal Service	20	20		
Petroleum	8	8		
Recreation and Tourism	3	3		
Transportation	2	2		
Retail Midmanagement	257		257	
Supermarket Management	2		2	
Midmanagement	327		326	1
Health Occupations, General	98	98		
Medical Assistant	199	42	157	
Environmental Health Aide	8		8	
Emergency Medical Technician	22			22
Surgical Technician	24			24
Medical Technician	1			1
Laboratory Technician	1			1
Biology Aide	1			1
Licensed Practical Nurse	8			8
Nurse's Aide	9			9
Medical Library Technician	2			2
Radiological Technician	1			1
Food Management, Home Economics	60	47		13
Child Development	86		83	3
Accounting and Computing	105	44	60	1
Business Data Processing	47	46		1
General Office Clerk	103	76		27
Duplicating	1	1		
General Office	84	80		4
Office Machine	13	10		3
Materials Support	15	15		
Stenographers and Secretaries	477	267	199	11
Typing	80	80		
Computer Programming	430		430	
Bookkeeping	1			1
Teacher's Aide	6			6

Table 4
(continued)

Toledo

OCCUPATIONAL OFFERINGS	TOTAL	HIGH SCHOOL	POSTSECONDARY	DEPARTMENT OF LABOR
Social Service Aide	51			51
Architectural Technology	98		98	
Chemical Engineering	4		4	
Civil Engineering	83		83	
Educational Technology	1		1	
Electrical Engineering	86		86	
Industrial Engineering	94		94	
Mechanical Design	9		9	
Mechanical Engineering	354		354	
Chemistry	54		54	
Drafting and Design Technology	69		69	
Highway Design	40		40	
Pollution Control	34		34	
Electronics Engineering Technology	198		198	
Library Technology	41		41	
Social Service Technology	328		324	4
Radio Technologist	1			1
Fire and Fire Safety Technology	41		41	
Police Science Technology	549		549	
Sanitation Technology	6			6
Appliance Repair	39	24		15
Automobile Body and Fender	51	38		13
Automobile Mechanics	38	38		
Trade and Industry - General	97	73		24
Aircraft Maintenance	25	25		
Business Machine Maintenance	68	68		
Commercial Art	23	23		
Carpentry	66	66		
Masonry	36	36		
Electricity	38	38		
Drafting	71	71		
Construction Maintenance	64	64		
Industrial Electronics	34	34		
Radio and Television	101	100		1
Graphic Arts	62	62		
Metal Working	35	35		
Foundry	48	48		
Machine Shop	121	121		
Machine Tool	34	34		
Sheet Metal	20	20		
Welding	23	23		
Cosmetology	87	66		21
Quantity Food	62	62		
Cabnetmaker	25	25		
Air Conditioning Mechanic	18			18
Building Trades	168			168

Table 4
(continued)

Toledo

OCCUPATIONAL OFFERINGS	TOTAL	HIGH SCHOOL	POSTSECONDARY	DEPARTMENT OF LABOR
Custodial	4			4
Meat Cutter	1			1
Automobile Mechanics	10			10
Nonspecified	98		26	72
TOTAL	6,728	2,452	3,727	549*

* An additional twenty-five Department of Labor program enrollees are being trained by postsecondary institutions and are reported in their totals, therefore, they have been excluded from this total to prevent double counting.

Table 4A

Toledo

DISTRIBUTION OF OCCUPATIONAL ENROLLMENTS BY LEVEL AND AREA

AREA	LEVEL SECONDARY	POSTSECONDARY	DEPARTMENT OF LABOR
Agriculture	2.6%	1.2%	-- %
Distributive Education	15.8	17.2	.2
Health	5.7	4.4	12.6
Home Economics (Gainful)	2.0	2.2	2.9
Business and Office	25.2	18.5	19.1
Technical Education	--	55.8	2.0
Trade and Industry	48.7	--	50.1
Unspecified	--	.7	13.1
TOTAL	100.0%	100.0%	100.0%

CITY Toledo

TABLE 5

SUMMARY OF SELECTED SERVICES AVAILABLE BY PROGRAM

AGENCY/INSTITUTION	VOCATIONAL GUIDANCE	COUNSELING	ADULT BASIC EDUCATION AND REMEDIAL EDUCATION	ENGLISH AS A SECOND LANGUAGE	LEGAL AID	CHILD DAY CARE	TRANSPORTATION	HEALTH SERVICES	JOB DEVELOPMENT AND PLACEMENT
Toledo Public Schools	I	I	I	I		I	?	*	I
Univ. of Toledo Comm.&Tech. Schl.	I	I	I				I	I	I
Michael J. Owens Technical College	I	I	I		X		I		I
MDTA Institutional	I	I	X		X	X		X	I
CEP - New Careers	I	I	I		X	I		X	I
WIN	I	I	I		X	I	I	I	I
NYC II	I	I	I		X	X	I	I	I
JOP	I	I							I
NAB-JOBS									

I = Provided by Program
X = Available by Referral
* Insufficient Information

Table 6

Toledo

PROGRAM ENROLLMENTS BY OFFERING AGENCY AND POPULATION GROUPS SERVED

INSTITUTION/AGENCY	TOTAL	BLACK	WHITE	SPANISH SURNAME	OTHER
Toledo Public Schools	100%	25%	73%	2%	
Male	37%				
Female	63%				
Toledo Public Schools - Adult	100	15	85		
Male	34				
Female	66				
Toledo Public Schools - Apprenticeship Program	100	2	98		
Male	100				
Female	0				
University of Toledo - Community and Technical College	100	15	80	1	4
Male	77				
Female	23				
Michael J. Owens Technical College	100	15	83	2	
Male	78				
Female	22				
Manpower Development and Training Act - Institutional	100	58	39	3	
Male	71				
Female	29				
Concentrated Employment Program	100	90	8	2	
Male	58				
Female	42				
Work Incentive Program	100	53	44	3	
Male	35				
Female	65				
Neighborhood Youth Corps II	100	90	8	2	
Male	60				
Female	40				
Jobs Optional Program - On-The-Job Training	100	55	45		
Male	100				
Female	0				
National Alliance of Businessmen - Job Opportunities in the Business Sector	100	77	8	3	12
Male	69				
Female	31				

Table 7

Toledo

NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY

OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY	NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY	PERCENTAGE OF TOTAL NUMBER OF STUDENTS ENROLLED IN ALL OCCUPATIONAL PROGRAMS
Mid-Management	327	4.9
Medical Assistant	199	2.3
Food Service Management	105	1.6
Food Management, Home Economics	60	.9
Child Development	86	1.3
Accounting and Computing	105	1.6
Business Data Processing	47	.7
General Office Clerk	103	1.5
General Office	84	1.3
Office Machines	13	.2
Stenographer and Secretary	477	7.1
Social Science Technology	328	4.9
Trades and Industry, General	97	1.4
Cosmetology	87	1.3
Appliance Repair	39	.6
Autobody and Fender	51	.8
Radio and Television	101	1.6
TOTAL	2,309	34.0%

Section 19

WASHINGTON, D.C.

I. Introduction

Washington, being the nation's capital, has a high concentration of government and government related jobs. Over half of Washington's employment is with the government, and 20 percent is in the service industry. While Washington's unemployment rate is below the national average, a fact which is primarily due to the high proportion of government employment, the District of Columbia has been affected by the recent recession. Unemployment rose from 3.0 percent of the labor force in 1969 to 4.9 percent in 1970. It declined to 3.7 percent during 1971.

According to the 1970 Census tabulation, the population of Washington was 756,510. Racial composition was put at 28 percent white, 71 percent Black and 1 percent other races. Thirteen percent of Washington's population between the ages of 19 and 64 were classified as poor according to unpublished Census data. This represented over 58,000 persons. Seventy-seven percent of the poverty population aged 19 to 64 were Black, 2 percent were Spanish surname and 21 percent were white and other races. Unpublished data does show that the median family income for the District was $9,588. The median for the entire Washington metropolitan area, however, was $12,930. More than half (55 percent) of the population 25 years old and over have completed high school, and almost 20 percent(17.8) have completed four years or more of college. The latter figure is considerably higher than that for other cities in this survey. The median school years completed for the over 25 age group was 12.2. One-third of the population ages 16-64, (with less than 15 years of school) had received prior vocational training.

II. Occupational Education in Washington, D.C.

Vocational education under the auspices of the District of Columbia school system includes training in the high schools at both the secondary and post secondary level, post secondary training at the Washington Technical Institute (WTI), and a large adult vocational training program and ten Federal Manpower programs. While instruction at the District of Columbia Skill Center is conducted by the District of Columbia school system, this program is more appropriately treated as a Federal Manpower program since the Skill Center trains most of the Federal Manpower enrollees who receive institutional training and because the center is funded by the Labor Department.

During Fiscal Year 1971. (FY 1971) 14.3 percent of all students in grades 10-12 in the District of Columbia were enrolled in vocational training programs in the city's public schools. In addition, 1,048 persons were enrolled in postsecondary programs run by the public school system and another 2,738 persons were enrolled in postsecondary programs at Washington Technical Institute. In order to enroll in programs at Washington Technical Institute a student had to be 18 years or over have a high school or General Equivalency Diploma. In addition, he had to pay tuition of $30.00 per semester. Along with the secondary and postsecondary programs, there were 3,688 persons enrolled in a special adult vocational training program run by the public school system. In total, 10,251 District of Columbia residents were enrolled in school-sponsored vocational training during Fiscal Year 1971.

The ten Federal Manpower programs trained 6,203 residents in Fiscal Year 1971. (See Table A.) Of these, almost 75 percent (4,632) were in institutional training, while the remainder, 1,571 were in on-the-job programs and were actually employed. The number of people actually "served" by Federal Manpower programs is much greater than the number who received vocational training. This is because many of the programs provided only minimal job training, but concentrated their resources on selective services (i.e., child care, job counseling, etc.) and on basic or remedial education skills. In all, 13,360 District of Columbia residents were served by the various Federal Manpower programs. Less than half of these (6,203 out of 13,360) actually received skill training. From the standpoint of total enrollments, the largest program was the Concentrated Employment Program (CEP), with 4,770 persons. However, the largest Federal Manpower Program providing skill training was in the Manpower Development Training Act (MDTA) program which trained 1480 individuals. Only 13 percent of CEP enrollees received skill training. The principle on-the-job training program is the National Alliance of Businessmen Job Opportunities in the business sector (NAB/JOBS) program with 1407 persons enrolled in programs trained a combined total of only 216 persons---MDTA-On-the-Job Training and Jobs Optional Program (JOP.)

Detailed enrollment data for the various training programs are presented in Table A below.

TABLE A

NUMBER OF STUDENTS ENROLLED IN SKILL TRAINING IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS

Institution/Agency	Number Enrolled From City	Number from City in Skill Training 1/
D.C. Public Schools Secondary (10-12)	19,432	2,777
D.C. Public Schools Postsecondary	1,048	1,048
Washington Technical Institute	2,738	2,738
MDTA	1.480	1,480
CEP	4,770	610
WIN	2,939	700
NYC II	1,039	547
JOB CORPS	628	522
OIC	1,096	666
MDTA/OJT	160	160
JOP	4	4
NAB-JOBS	1,407	1,407
New Careers	107	107
Public School/Adult	N.A.	3,688
TOTAL	36,846	16,454

1/ 48 of those in Federal Manpower Skill Training programs are being trained in and have been included in the totals of postsecondary institutions as well in the Federal Manpower Programs.

Occupational Offerings

Occupational offerings in the District of Columbia were considerably varied with the secondary schools offering 39 programs---the postsecondary schools 45 and the Federal Manpower programs 42. (See Table) Due to the fact that almost one-third of the programs were offered at more than one training level, there were only 83 different offerings.

About one-half (46 percent) of these offerings were in the rade and ndustry area followed by 18 percent in echnical ducation and 15 percent in usiness and ffice rocedures.

Distribution of enrolless in occupational education was 24.0 percent in secondary programs, 35.3 percent at the postsecondary level, and 40.7 percent in Federal Manpower programs. It should be noted that this high proportion of training by Federal Manpower programs is atypical of the other cities studied.

These overall percentages hide variations in the distribution of the enrollees within program areas. For example, postsecondary training was well dispersed, with 28.7 percent trained in business and office, 27 percent in technical education, 20 percent in trade, and 19.5 percent in health. On the other hand, 55.9 percent of the training in the high schools was for trade and industry and 26.6 percent for business and office. The next occupational group, gainful home economics, accounted for only 6.3 percent of enrollees. The distribution of each level of training among the seven major vocational technical areas is shown in Table 4 A at the end of this section.

There appears to be a disparity between the types of occupations which enrollees are being trained for and the current distribution of employment of residents. While over one-third of all training was in trades and industry, only 16 percent or 44 residents were employed as craftsmen, foremen, or operatives, according to unpublished Census data. While 6 percent of all training was in some type of automotive work, less than one percent of District of Columbia residents worked in that capacity.

Selected Services

Federal Manpower Training programs generally provided a wider range of supportive services to their enrollees than those programs supported by the school system. All but two of the Federal Manpower programs had provisions for child care and legal aid services either in-house or on a referral basis. Neither of these services was available through Washington Technical Institute or the school system. Seven Federal Manpower programs and the public schools provided transportation services. The standard services such as recruitment, guidance counseling, basic and remedial education, and job development were available through most programs.

Characteristics of Students

Both the Federal Manpower programs and the school system programs were predominately Black. Ten of the 14 program had an enrollment which was over 90 percent Black. MDTA institutional training, JOP, and NAB-JOBS had an enrollment which was 75 percent Black (approximately the same percentage of Blacks in the population of the city), while MDTA-OJT was split 50 percent Black and 50 percent white. The only program with a sizeable portion of Spanish surname individuals was MDTA institutional with 15 percent.

It is interesting that in both Federal Manpower training sponsored programs 52 percent of enrollees in skill training were male. As is generally the case, however, this aggregation hides differences among the various programs. For example, two-thirds of the enrollees in secondary school vocational training were female, however, at Washington Technical Institute the situation was reversed, with 68 percent of the enrollees being male. While CEP, NYC II, and New Careers balance between males and females (45% and 55% respectively), MDTA-OJT and Job Corps enrollees were three-fourths male, WIN and MDTA Institutional was three-fourths female.

There are probably two reasons for the overall balance between male and female enrollees. First, because the unemployment situation is not as bad as in most central cities, men who would otherwise be candidates for skill training, find employment more readily than in other cities. Second, because the government is an equal opportunity employer and because of the large number of clerical jobs in the District of Columbia which have better opportunities for employment than in other cities after the training period.

With respect to educational characteristics of enrollees, the vocational programs in Washington, D.C. ranked lower than many of the other cities. The highest percentage of high school graduates reported by any program was MDTA which reported 35 percent, with an average grade completed of ten, and an average reading level of eight CEP reported an average grade completion of nine to eleven 25 percent having completed high school. Both New Careers and NAB-JOBS reported that 95 percent of their enrollees, had not completed high school with New Careers reporting an average of 10 grades completed and NAB-JOBS reporting an achievement level of eight grades. WIN reported that the average grade completed by its enrollees was nine, with an average functional grade level of 4.5. NYC II reported that while most of its enrollees had completed the average functional level was only grade 5. Job Corps reported that its average enrollee had completed seven to eight grades of schoo.

III. Overlap, Duplication and Gaps

Of the 11,590 persons enrolled in preparatory training, 8,037 or 69.3 percent were enrolled in courses offered by more than one agency. Of secondary school enrollees, 73.8 percent were in courses offered by other agencies while the corresponding figures for postsecondary and Federal Manpower Training Programs were 63.5 and 74.6 percent respectively. This is more of an overlap than has been noted in most of the other 19 cities surveyed. By way of illustration. of the 578 enrollees receiving training in stenography and secretarial skills, 226 were in secondary schools, while 166 were in postsecondary classes and 186 in Federal Manpower programs. Twelve programs enrolling 3,680 persons or 45.7 percent of all persons participating in programs offered by more than one agency were offered by all three agencies.

To the extent that the high schools and postsecondary institutions are training for different entry levels, duplication between these two agencies is not a matter of serious concern. Moreover, to the extent that secondary and

Federal Manpower programs are turning out people at roughly the same skill levels, the real comparison should highlight duplication between these two levels. With this in mind, the fact that 51.1 percent of all those in preparatory training in the District of Columbia (58.9 percent of all those enrolled in secondary programs and 62.8 percent of all those enrolled in Federal Manpower programs) are enrolled in programs which were offered by both the Federal Manpower programs and the secondary schools potentially serious duplication.

Another aspect of duplication which does not come through in this analysis is the potential duplication within agency programs. This is particularly true of Federal Manpower programs because each program is separately funded. Under such circumstances it is possible that a WIN program, for example, may "contract out" to teach clerical skills while the Skill Center for MDTA institutional training is teaching the same course. While this has been the case in previous years (and in FY1971), the District of Columbia Manpower Administration has begun to examine this area and now requires programs to centralize their training courses in one location whenever possible.

Programs Compared with the Local Labor Market

Employment demand information is extremely limited. However, an analysis of unfilled job openings on file with the District of Columbia Manpower Administration and job orders placed in the Washington metropolitan area Job Bank indicated a high demand for service workers, clerical and sales personnel, and, to a lesser degree, for structural workers. These occupations can be designated as "shortage occupations." The specific service occupations in demand were primarily maids, waiters, busboys, charwomen, and the like; jobs for which there were no training programs. Table B-2 shows the specific clerical, sales, and structural occupations in demand and the number of persons being trained in these areas.

One-fourth of the enrollees were being trained in occupations for which there is a high demand, and presumably a shortage. However, over half of those being trained in the "shortage" occupations are clerk-typists, with another five percent being trained as secretaries. The remaining six occupations are training only six percent of the enrollees. It is interesting to note that health occupations, so often mentioned by other cities as a shortage occupation, was not cited in the job opening data, nor was it cited by many of the persons interviewed.

Information on occupations for which there was a surplus labor supply was not available.

Table B-2

NUMBER AND PERCENT OF STUDENTS ENROLLED IN TRAINING FOR OCCUPATIONS FOR WHICH THERE IS A SHORTAGE OF WORKERS

WASHINGTON, D.C.

Skill Training Programs	Number of Students Enrolled	Percent of Total Number of Students Enrolled in All Skill Training Programs
Clerk/Typists	1,549	13.4%
Stenography	578	5.0
Keypunch	118	1.0
Sheetmetal Work	103	0.9
Carpentry	98	0.8
Plumbing	21	0.2
Construction	419	3.6
Total	2,886	24.9

Programs Compared with Population Groups

The target population for secondary school vocational education is generally the group 16 to 18 years of age. The District of Columbia high schools enrolled 2,777 persons in vocational training in FY 1971 and this represented only 7.4 percent of the 16 to 18 population. When the 547 NYC II enrollees and 522 Job Corps enrollees are added, the percentage increases to 10.2 percent. This figure is considerably lower than that found in many of the other cities surveyed. Part of the reason is that a fairly substantial portion of students (15 percent) attend private schools where vocational training is not available. However, this is only a partial explanation. If we reduce the eligible population of 16 to 18 years-olds by the number of persons enrolled in private high schools (6,043), the percentage receiving vocational training would still be only 12.2 percent.

Comparing enrollments by sex, we find that 9.1 percent of males ages 16 to 18 were enrolled in skill training in the secondary schools, NYC II, and Job Corps, while 11.2 percent of the females ages 16 to 18 received training.

Enrollments by race are quite divergent with 12.5 percent of Blacks enrolled in training and only 1.6 percent of whites. Of all the Blacks being trained, 72.2 percent received their training in the public schools, the remaining 17.8 receiving their training through Federal manpower training programs. The same percentages held true for whites in this age group.

Looking at the postsecondary and Federal manpower training programs (excluding on-the-job training programs, Job Corps and NYC II), a total of 7,764 individuals were trained. This was 2.5 percent of the District of Columbia population ages 19 to 44, 2.2 percent of the males, 2.1 percent of the females, 0.7 percent of the whites and 3.3 percent of the Blacks. Of all whites receiving training, 28.6 percent received training through public school programs or Washington Technical Institute. The remaining 71.4 percent were trained by Federal manpower training programs. For Blacks the percentage was 57.9 trained by public schools and Washington Technical Institute. In most other cities the percentage of Blacks receiving training through the public schools and postsecondary institutions was considerably lower than that of whites.

Table C shows the total population and the percentages in skill training by age and sex. This table excludes special adult programs and Federal manpower training programs which provided on-the-job training. These programs provided training to an additional 5,259 persons. In all, these programs designed to train the adult population totaled 12,608 or 4.3 percent of the population between the ages of 19 and 44 years.

Table C

COMPARISON OF POPULATION GROUPS IN CITY WITH
NUMBERS OF THESE GROUPS IN SKILL TRAINING

WASHINGTON, D.C.

Population Group: Age	Race/Sex	Total Number in City	Number of Students Enrolled in Skill Training Programs	Percent Enrolled
16 to 18				
	Total	37,635	3,847	10.2%
	White	7,383	117	1.6
	Black	29,836	3,730	12.5
	Male	17,828	1,627	9.1
	Female	19,807	2,219	11.2
18 to 44				
	Total	292,851	7,349	2.5
	White	83,892	606	0.7
	Black	204,037	6,743	3.3
	Male	137,467	2,984	2.2
	Female	155,384	3,317	2.1

Note: In each age group the total of Blacks and whites may be somewhat less than the grand total. This difference represents the number of persons of other races, i.e. American Indian, Oriental, residing in the city. White totals include persons of Spanish surname. In the 18 to 44 group, no sex breakdown was available for postsecondary public schools. Thus, the total males and females being trained excludes 1,048 enrollees of postsecondary public schools.

IV. Management, Administration and Coordination

The District of Columbia Manpower Administration oversees all of the Federal manpower training programs except the Job Corps which is run through the Philadelphia Regional Office. United Planning Organization, the District of Columbia anti-poverty agency, has the primary contracts from the Manpower Administration to run the NYC II, CEP, and New Careers program. NAB-JOBS, of course, is the joint effort of the Federal manpower training programs and the National Alliance of Businessmen, with NAB soliciting jobs and the Manpower Administration writing the contracts. There is considerable cross-referral from one Federal manpower training program to another. The District of Columbia Manpower Administration is, therefore, in a position to influence policy and operation of the programs, and in fact is beginning to assert its authority.

One problem brought out by several project officers at the Manpower Administration was the lack of staff to visit the various training sites to see that the trainees were getting the training called for in the contract, and to spot problems before they became serious.

The local Skill Center, which performs much of the training for MDTA institutional training and also CEP and WIN, is a joint effort, with the school system doing the instruction and the Manpower Administration providing the enrollees. Washington Technical Institute is for the most part autonomous from both the school system and the District of Columbia Manpower Administration.

All vocational training in the school system (secondary, postsecondary, and adult) is coordinated throu[illegible]e office in the District of Columbia Department of Education.

V. Summary

In conclusion there seemed to be more vocational training opportunities available to residents of the District of Columbia than to residents of most of the other cities surveyed. The public schools offered a wide range of programs at both the secondary and postsecondary levels and the Federal manpower training programs were operating at a higher level of service than they were in many of the other cities.

More coordination between the public school system and the Federal manpower training programs could conceivably result in fewer overlapping programs and expansion into new areas of training, perhaps in shortage areas. In view of local labor market data, less concentration of training in trade and industry areas seems advisable while exploration of training opportunities in some of the semi-professional occupations appears warranted. Additional efforts to include more whites in training programs at all levels of training should also be considered.

Table 1

Washington, D.C.

TOTAL NUMBER OF STUDENTS ENROLLED AND TOTAL NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL TRAINING IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS

INSTITUTION/AGENCY	TOTAL ENROLLED	NUMBER ENROLLED FROM CITY	NUMBER IN OCCUPATIONAL TRAINING	NUMBER FROM CITY IN OCCUPATIONAL TRAINING
D. C. Public Schools	19,432	19,432	2,777	2,777
Public Schools - Postsecondary	1,048	1,048	1,048	1,048
Washington Technical Institute	3,042	2,738	3,040	2,738
Manpower Development and Training Act(1)	1,480	1,480	1,480	1,480
Concentrated Employment Program	4,770	4,770	610	610
Work Incentive Program	2,939	2,939	700	700
Neighborhood Youth Corps II	1,181	1,039	620	547
Opportunities Industrial Center	1,154	1,096	701	666
Job Corps	628	628	522	522
New Careers	140	107	140	107
Manpower Development and Training Act-On-The-Job Training	200	160	200	160
Jobs Optional Program	16	4	16	4
National Alliance of Businessmen-Job Opportunities in the Business Sector	1,876	1,407	1,876	1,407
D. C. Public Schools-Adult	15,334		3,688	3,688

(1) Forty-eight of those in Department of Labor Skill training programs are being trained in and have been included in the totals of postsecondary institutions as well as in the Department of Labor programs.

Table 2

Washington, D.C.

OCCUPATIONAL OFFERINGS IN PUBLIC INSTITUTIONS BY TYPE AND ENROLLMENT

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Public Schools - Secondary	
Ornamental Horticulture	39
General Merchandise	160
Licensed Vocational Nurse	110
Care and Guidance of Children	138
Institutional and Home Management Services	37
Business Data Processing Systems	56
Filing and Office Machines	130
Stenographer, Secretarial and Related	226
Typing and Related Occupations	311
Cooperative Office	17
Appliance Repair	22
Automobile Body and Fender	46
Automobile Mechanics	114
Automotive, General	72
Business Machine Maintenance	25
Commercial Art Occupations	17
Commercial Photography Occupations	21
Carpentry	38
Electricity	39
Masonry	33
Plumbing and Pipefitting	21
Construction and Maintenance	29
Custodial Service	18
Diesel Mechanic	23
Drafting	78
Electrical Occupations	21
Electronic Occupations	99
Fabric Maintenance Service	4
Graphic Arts Occupations	269
Instrument Maintenance and Repair	21
Metalworking Occupations	103
Barbering	42
Cosmetology	157
Quantity Food Occupations	32
Refrigeration	13
Small Engine Repair	33
Textile Production and Fabrics	76
Leatherworking	27
Upholstery	26
Woodworking Occupations	34
TOTAL	2,777
Public Schools - Postsecondary	
Medical Records	50
Dental Assistant	64
Dental Laboratory Technician	28

Table 2
(Continued)

Washington, D.C.

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Public Schools - Postsecondary (cont'd)	
Licensed Vocational Nurse	249
Business Data Processing System	128
Textile Production and Fabrication	46
Appliance Repair	40
Automobile Body and Fender	29
Automobile Mechanics	106
Automotive	14
Business Machine Maintenance	15
Electricity	51
Masonry	41
Drafting Occupations	35
Electronic Occupations	61
Graphic Arts Occupations	30
Barbering	43
Refrigeration	18
TOTAL	1,048
Washington Technical Institute	
Air Frame and Power Plant	71
Air Traffic Control	25
Small Airport Management	2
Accounting	154
Business Management	262
Computer Operators	78
Keypunch Operators	23
Peripheral Equipment Operators	307
Information Management	28
Secretarial Science	166
Architectural Engineer	144
Civil Engineer	84
Urban Planning	34
Electrical Engineer	385
Mechanical Engineer	32
Advertising Design	116
Printing and Publishing	192
Water Pollution Technician	29
Marine Science Technician	16
Licensed Practical Nurse	160
Radiologist	87
-Respiration Therapy	102
Biotechnology	58
Chemical Technician	26
Corrections Administration	19
Criminology	49
Education Technician	101

Table 2
(Continued)

Washington, D.C.

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Washington Technical Institute (cont'd)	
Fire Science	2
Police Science	51
Public Administration	27
Recreation Leadership	63
Social Welfare	132
Other	15
TOTAL	3,040
Public Schools - Adult	
Ornamental Horticulture	84
Food Distribution	68
Food Services	400
General Merchandise	72
Real Estate	59
Licensed Vocational Nurse	51
Nurse's Aide	36
Surgical Technician	16
Practical Nurse Upgrading	68
Hospital Food Supervisory	25
Clothing and Textiles	805
Food and Nutrition	3
Home Management	23
Homemaking	617
Stenographer, Secretarial and Related	11
Typing and Related Occupations	66
Automobile Mechanics	12
Other, Automotive	12
Business Machine Maintenance	16
Commercial Photography Occupation	8
Carpentry	5
Electricity	21
Masonry	49
Plumbing and Pipefitting	1
Other Construction and Maintenance	36
Diesel Mechanics	11
Drafting Occupations	104
Electrical Occupations	14
Electronic Occupations	49
Fabric Maintenance Service	7
Foremanship Supervision and Management Development	114
Graphic Arts Occupation	49
Metalworking Occupation	76
Barbering	60
Cosmetology	78
Quantity Food Occupations	93
Refrigeration	27

Table 2
(Continued)

Washington, D.C.

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Public Schools - Adult (cont'd)	
Stationary Energy Sources Occupations	58
Textile Products and Fabrics	331
Upholstery	31
Woodworking Occupation	7
Home Furnishings	15
Hospital Food Supervisory	25
TOTAL	3,688

Table

Washington, D.C.

OCCUPATIONAL OFFERINGS IN FEDERAL MANPOWER OR EDUCATIONAL PROGRAMS: BY TYPE, ENROLLMENT, AND AGENCY PROVIDING TRAINING

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED	AGENCY PROVIDING TRAINING
Manpower Development and Training Act		
Licensed Practical Nurse	53	D.C. General Hospital, Burdick Voc. High School
Environmental Health Assistant	68	D.C. Health Department
Clerk Typist	601	D.C. Skill Center, Armstrong Adult Ed. Ctr., Lorton Reformatory, D.C. Public Schools
Clerk Stenographers	124	D.C. Skill Center, Armstrong Adult Ed. Ctr., Presbyterian Church
Nurse's Aide	30	D.C. Junior Village
Operating Room Technician	1	Public Schools, Washington Hospital Center
Medical Secretary	2	ITT Business Institute, Washington Hospital Center
Medical Laboratory Assistant	26	ITT Business Institute, D.C. General Hospital
Medical Records Technician	40	D.C. Skill Center
Automobile Body Repair	66	D.C. Skill Center
Draftsman	174	Washington Drafting School
Managerial Assistant	37	Georgetown University
Computer Programmer	9	Strayer Junior College
Accounting	2	Strayer Junior College
Keypunch Operator	2	Cashier Training Institute
Electronics	5	Columbia Technical Institute
Radio and Television Repair	6	Columbia Technical Institute
Detective	1	Investigator Training Agency
Investigator	1	Investigator Training Agency
Heavy Equipment Operator	24	Construction Equipment Institute
Automobile Mechanic	27	Lincoln Technical Institute
Data Processing	4	ITT Business Institute
Cosmetology	22	D.C. Beauty Academy, Private Schools
Computer Operator	9.	ITT Business Institute, Control Data Institute
General Clerical	49	D.C. Skill Center
Stationary Engineer	81	D.C. Skill Center
Barber	3	D.C. Barber Academy
Computer Programmer	11	Va. Computer College, Control Data Institute
Computer Technician	1	Control Data Institute
Computer Repair	1	Control Data Institute
TOTAL	1,480	

Table 3
(Continued)

Washington, D.C.

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED	AGENCY PROVIDING TRAINING
	Concentrated Employment Program	
Automobile Mechanic	225	D.C. Skill Center
Building Trades	225	D.C. Skill Center
Clerk Typists	160	D.C. Skill Center
TOTAL	610	
	Work Incentive Program	
Clerical	594	In-House
Other	106	Various Government Agencies, Private Companies, and Hospitals
TOTAL	700	
	Neighborhood Youth Corps II	
Offset Printing	75	Y.M.C.A.
Clerk Typists	200	D.C. Government
Typing and Shorthand	60	UPO Delegate Agencies
Bricklaying	35	UPO Delegate Agencies
Carpentry	60	UPO Delegate Agencies
Electrical Applications	40	UPO Delegate Agencies
Automobile Mechanics	75	UPO Delegate Agencies
Cashiering	75	UPO Delegate Agencies
TOTAL	620	
	Opportunities Industrial Center	
Automobile Mechanics	42	In-House
Business Machines	100	In-House
Construction	40	In-House
Cashiering	65	In-House
Clerk Typists	277	In-House
Business Machine Operator	15	In-House
Keypunch Operator	93	In-House
Offset Printing	42	In-House
Electronics Assembler	12	In-House
Computer Operator	15	In-House
TOTAL	701	
	New Careers	
Library Services	25	Washington Technical Institute, D.C. Libraries
Police Sciences	20	Washington Technical Institute, Police Department

Table 3
(Continued)

Washington, D.C.

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED	AGENCY PROVIDING TRAINING
New Careers (Cont'd)		
Recreation Leader	5	Washington Technical Institute, D.C. Recreation Department
Fire Science	15	Washington Technical Institute, Fire Department
X-Ray Technology & Respiratory Therapy	13	Washington Technical Institute, Local Hospital
Teacher's Aide	5	Washington Technical Institute, D.C. Public Schools
Community Mental Health Aide	10	Washington Technical Institute, Community Health Agency
Counselor's Aide	20	Narcotics Treatment Center
Social Service Aide	27	St. Elizabeth's Hospital
TOTAL	140	
Job Corps		
Clerical and Sales	203	In-House
Automobile and Machinery Repair	116	In-House
Construction Trades	125	In-House
Electrical Appliance and Repair	78	In-House
TOTAL	522	

Table 4

Washington, D.C.

SUMMARY OF OCCUPATIONAL OFFERINGS AND NUMBER OF STUDENTS SERVED BY SECONDARY, POSTSECONDARY, AND DEPARTMENT OF LABOR PROGRAMS

OCCUPATIONAL OFFERINGS	TOTAL	HIGH SCHOOL	POSTSECONDARY	DEPARTMENT OF LABOR
Ornamental Horticulture	39	39		
General Merchandise	260	160		100
Advertising Services, Advertising Design	116		116	
Recreation and Tourism Recreational Leadership	63		63	
Small Airport Management	77		2	75
Cashiering	65			65
Licensed Vocational Nurse	572	110	409	53
Dental Assistant	64		64	
Dental Laboratory Technician	28		28	
Medical Records Clerk	90		50	40
Radiologist	87		87	
Inhalation Therapy	102		102	
Medical Technology	58		58	
Nurse's Aide	30			30
Operation Room Technician	1			1
Medical Laboratory Assistant	26			26
Care and Guidance of Children	138	138		
Institutional and Home Management and Supporting Services	37	37		
Business Data Processing Systems	188	56	128	4
Filing and Office Machines	130	130		
Stenographer, Secreterial and Related Occupations	578	226	166	186
Typing and Related Occupations	1,549	311		1,238
Cooperative Office	17	17		
Accounting	156		154	2
Computer and Console Operator	122		78	44
Keypunch Operators	118		23	95
Peripheral Equipment Operator	322		307	15
Supervisory and Administrative Management Occupations	326		289	37
Information Management	28		28	
Clerical	746			746
Teacher's Aide	5			5
Library Services Aide	25			25
Chemical Technician	26		26	
Environmental Control Technology	68			68

Table 4
(continued)

Washington, D.C.

OCCUPATIONAL OFFERINGS	TOTAL	HIGH SCHOOL	POSTSECONDARY	DEPARTMENT OF LABOR
Water Pollution Technician	29		29	
Marine Sciences Technician	16		16	
Architectural Technology	144		144	
Civil Technology	84		84	
Electrical Technology	385		385	
Mechanical Technology	32		32	
Urban Planning Aide	34		34	
Police Science	121		119	2
Fire Science	17		2	15
Educational Technology	101		101	
Social Welfare Aide	179		132	47
Appliance Repair	140	22	40	78
Automobile and Fender Repair	141	46	29	66
Automobile Mechanics	589	114	106	369
Automotive, Other	86	72	14	
Business Machine Maintenance	140	25	15	100
Commercial Art	17	17		
Commercial Photography	21	21		
Carpentry	98	38		60
Electricity	151	60	51	40
Masonry	109	33	41	35
Plumbing and Pipefitting	21	21		
Construction and Maintenance Other	419	29		390
Drafting	287	78	35	174
Electronics	177	99	61	17
Graphic Arts	608	269	222	117
Barbering	85	42	43	
Custodial Service	18	18		
Diesel Mechanics	23	23		
Fabric Maintenance Services	4	4		
Instrument Maintenance and Repair	21	21		
Metalworking Occupations	103	103		
Cosmetology	179	157		22
Quantity Food Occupations	32	32		
Refrigeration	31	13	18	
Small Engine Repair	33	33		
Textile Production and Fabrics	122	76	46	
Leatherworking	27	27		
Upholstery	26	26		
Woodworking	34	34		
Air Frame and Power Plant	71		71	
Ground Operations, Air Traffic Control	25		25	
Automobile and Machinery Repair	116			116
Radio and Television Repair	6			6
Heavy Equipment Operator	24			24

Table 4
(continued)

Washington, D.C.

OCCUPATIONAL OFFERINGS	TOTAL	HIGH SCHOOL	POSTSECONDARY	DEPARTMENT OF LABOR
Stationary Engineer	81			81
Barber	3			3
Computer Technician	1			1
Computer Repair	1			1
Other	121		15	106
TOTAL	11,590	2,777	4,088	4,725*

* Forty-eight enrollees from Department of Labor programs received their training at Washington Technical Institute. As these persons were counted by Washington Technical Institute they have not been included here.

Table 4A

WASHINGTON, D. C.

DISTRIBUTION OF OCCUPATIONAL ENROLLMENTS BY LEVEL AND AREA

	HIGH SCHOOL	POSTSECONDARY	DEPARTMENT OF LABOR
Agriculture	1.4%	0.0%	0.0%
Distributive Education	5.8	4.4	5.2
Health	4.0	19.5	3.5
Home Economics (gainful)	6.3	0.0	0.0
Business & Office	26.6	28.7	50.1
Technical Education	0.0	27.1	3.0
Trade & Industry	55.9	20.3	38.2
TOTAL	100%	100%	100%

CITY Washington, D. C.

TABLE 5

SUMMARY OF SELECTED SERVICES AVAILABLE BY PROGRAM

AGENCY/INSTITUTION	VOCATIONAL GUIDANCE	COUNSELING	ADULT BASIC EDUCATION AND REMEDIAL EDUCATION	ENGLISH AS A SECOND LANGUAGE	LEGAL AID	CHILD DAY CARE	TRANSPORTATION	HEALTH SERVICES	JOB DEVELOPMENT AND PLACEMENT
D. C. Public Schools	I	I		I			I	I	X
Washington Technical Institute	I	I	I	I	X	X	I	I	I
MDTA Institutional	I	I	I	I	X	X	I	I	I
CEP	I	I	I	X	X	I	I	X	I
WIN	I	I	I	I	X	I	I	I	I
NYC II	I	I	I	I	I	I	I	I	I
OIC	I	I	I						I
MDTA OJT	I	I	I	I	X	X	I	I	I
JOP		I							
NAB-JOBS	I	I	I		X	I		I	I
New Careers	I	I	I		X	I	I	I	I
Job Corps	I	I	I		I	I	I	I	I

I = Provided by Program
X = Available by Referral
* Insufficient Information

Table 6

Washington, D.C.

PROGRAM ENROLLMENTS BY OFFERING AGENCY AND POPULATION GROUPS SERVED

INSTITUTION/AGENCY	TOTAL	BLACK	WHITE	SPANISH SURNAME	OTHER
D.C. Public Schools - Secondary	100%	97%	2%	1%	
Male	37%				
Female	63%				
D.C. Public Schools - Postsecondary	100	97	3		
Male	0				
Female	0				
Washington Technical Institute	100	95	5		
Male	68				
Female	32				
D.C. Public Schools-Adult	100	93	4	3	
Male	0				
Female	0				
Manpower Development and Training Act-Institutional	100	75	10	15	
Male	25				
Female	75				
Concentrated Employment Program	100	93	2	5	
Male	45				
Female	55				
Work Incentive Program	100	99	1		
Male	25				
Female	75				
Neighborhood Youth Corps II	100	95	4	1	
Male	40				
Female	60				
Opportunities Industrial Center	100	99	1		
Male	38				
Female	62				
Manpower Development and Training Act-On-The-Job Training	100	50	50		
Male	75				
Female	25				
Jobs Optional Program	100	75	25		
Male	100				
Female	0				

Table 6
(Continued)

Washington, D.C.

INSTITUTION/AGENCY	TOTAL	BLACK	WHITE	SPANISH SURNAME	OTHER
National Alliance of Businessmen-Job Opportunities in the Business Sector	100%	74%	6%	3%	17%
Male	70%				
Female	30%				
New Careers	100	90	10		
Male	47				
Female	53				
Job Corps	100	99	1		
Male	73				
Female	27				

Table 7

Washington, D. C.

NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY

OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY	NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY	PRECENTAGE OF TOTAL NUMBER OF STUDENTS ENROLLED IN ALL OCCUPATIONAL PROGRAMS
General Mechandising	260	2.2%
Small Airport Management	77	.7
Licensed Vocational Nurse	572	4.9
Medical Records Clerk	90	.8
Business Data Processing System	188	1.6
Stenographer, Secretarial & Related	578	5.0
Typing & Related	1,549	13.4
Accounting	156	1.3
Computer & Console Operator	122	1.0
Keypunch Operators	118	1.0
Peripheral Equipment Operator	322	2.8
Supervisory & Administrative Mgt.	326	2.8
Police Science	121	1.0
Fire Science	17	0.1
Social Welfare Aide	179	1.5
Applicant Repair	140	1.2
Automobile & Fender Repair	141	1.2
Automobile Mechanics	589	5.0
Automotive Other	86	0.7
Business Machine Maintenance	140	1.2
Carpentary	98	0.8
Electricity	151	1.3
Masonry	109	1.6
Construction & Maintenance, Other	419	3.6
Drafting	287	2.5
Electronics	177	1.5
Graphic Arts	608	5.2
Barbering	85	0.7
Cosmetology	179	1.5
Refrigeration	31	0.3
Textile Production & Fabrics	122	1.1
TOTAL	8,037	69.3

Section 20

WILMINGTON

I. Introduction

The economy of the nation's smallest state largely depends on the activity generated in and from its largest city, Wilmington, the heart of the nation's chemical industry. The situation may be altered in coming years since the relatively large amount of undeveloped and agricultural territory, and Delaware's prime geographic location on the Atlantic seaboard, are being eyed as probable sites for new industries. The economic decline in other states and regions had less effect in Delaware and, consequently, unemployment has been considerably below the national norm. Nevertheless, a deterioration in employment has occurred in recent months and, in fact, was becoming of some concern during FY 1971,the year of this survey.

Among the factors that have contributed to unemployment and underemployment of Wilmington residents was the tendency of industry to import skilled workers from other parts of the country rather than develop the resources among its own population. The result has been that less skilled long-time residents were denied working opportunities. Their numbers were increased by a large influx of more recent migrants who likewise found available job opportunities closed to them. The problem was most aggravated in the city of Wilmington, although it was felt also in the surrounding area. Efforts to deal with these problems are of recent date.

The reduction of the work force occurred as much by attrition as by lay-off, companies simply not filling positions that were vacated by death, illness, retirement or voluntary resignation. For instance, during the year 1970, the duPont Company, a major employer, which was then employing 33,800 in the Delaware-Southern New Jersey area, reduced its workforce by 2,100, 70 percent of it by attrition. Of these 2,100, about 1,000 were professionals, 800 were office personnel and technicians and the rest were hourly wage earners. Other companies followed the same pattern. Meanwhile, population had grown through natural increase and new migrants. At the same time, Wilmington was losing 16 percent of its population to other parts of New Castle County; the white population declined by 36 percent while the non-white rose by 41 percent.

The Wilmington SMSA includes all of New Castle County, Delaware, and portions of Salem County, New Jersey and Cecil County, Maryland. The 1970 Census reported an SMSA population of 494,297. Newcastle County accounted for 372,697; Wilmington alone, 76,442. Almost 46 percent of Wilmington's population was Black and 2.3 were Spanish surnamed. Of those persons 25 years or older, 40 percent of the general population had completed four years of high school or more with the percentage for women being a bit higher than the men. The percentage was lower for Blacks, 31 percent having completed four years of high school or more. Again the women, both in numbers and proportion, compiled more than the men. In the age group 18 to 24, 48.8 percent were reported as having completed four years of high school, and 3.2 percent as college graduates. This indicates that the educational level is increasing, especially since 91.3 percent of those between 14 and 17 were reported as attending school. The 1970 Census also revealed that of all the individuals in Wilmington between 16 and 64, 29.5 percent had received some form of vocational education, the percentage for women being the same as for men.

Sixteen percent of all Wilmington families had incomes below the poverty level, and 12.2 percent were receiving public assistance. The ratio was higher for Black families, 27.5 percent of which were reported as having incomes below the poverty level and 22.1 percent as recipients of welfare. One-half of the 336 Spanish surnamed families were listed as having incomes below the poverty level, and 16.8 percent were receiving public assistance.

II. Occupational Education in Wilmington

Exclusive of industrial arts and home economics courses, about 70 percent of secondary school pupils were taking vocational education. Since over half the reported enrollments were in office occupations, it is likely that there is some double counting and the actual enrollment is likely somewhat smaller. During FY 1971, 506 were enrolled in cooperative programs. Three of the four high schools offered training in business and distributive education. The fourth, Howard High School, had a much wider variety including special pre-vocational orientation and training in trades and industry. The emphasis on business and distributive education was explained by Wilmington's being a commercial center as well as an industrial area. Efforts are underway to expand the offerings at all high schools.

With Project 70,001, the Wilmington schools have endeavored to encourage dropouts to resume their education. Students who enroll in the project obtain jobs in sales and distribution occupations and are then encouraged to resume classroom instruction in subjects that are relevant to their jobs and the nature of the companies that employed them. This experimental program varies from the customary approach to vocational education which first establishes a career objective and then provides classroom instruction based on that objective. Here the first step is employment with the hope, even expectation, that employment will bolster self-confidence and the student will return to school for instruction that will help him advance on his job. The students can attend classes whenever hours of work permit.

The concept that a youngster who drops out of school needs a job first and then the persuasion to return to schooling in order to advance, rather than a set career goal at an age when he is too young to really know what he does want out of life had been voiced in other cities, notably in Rochester by an administrator who felt that administrator and instructor attitudes toward vocational education needed revision as much as the attitudes of young people who were having difficulty determining how they could fit into the world about them. The business community has been receptive to Project 70,001. During the first year the program was in effect, 30 students working full time with eight Wilmington concerns in a variety of clerical and merchandising capacities had also resumed their education in special classes, some of which were held at night or on weekends.

Delcastle Vo-Tech High School, just outside Wilmington, is a comprehensive vocational technical high school for 10th to 12th grade students providing full time career programs aimed at employment upon graduation. All students take some vocational training, but not all are taking full programs. Academic courses support vocational education. Students are chosen from other high schools in Newcastle County. The distance from the city inhibits more Wilmington students from applying, although transportation is provided. The school has proven so popular, that facilities have been taxed to accomodate the numbers who have been accepted. The supervisors pointed with some pride to the low dropout rate and the high attendance (97 percent) compared with high schools in the city which report a 30 percent absentee rate. The 258 Wilmington students represent about one fourth of the vocational student body. There is also an active adult program.

Post-secondary occupational education is available at the Delaware Technical and Community College in Wilmington. About 40 percent of the enrollment is from Wilmington, and about 25 percent of them are in full time training for careers. Admission is open to applicants with high school diplomas or the equivalent, and to those who are at least 18 years of age and "able to benefit from advanced instruction." About 80 percent of the student body had completed high school. While tuition is $390 a year, or $130 a quarter, a financial aid program is liberal in aiding needy students. Also, a special "developmental" program provided courses in remedial reading and math for about 200 students during FY 1971. The college has been given the responsibility of coordinating secondary and post-secondary vocational programs in the Wilmington area.

MDTA, the largest Federal manpower program, during FY 1971 served 562 individuals. Most of its enrollees were trained at Delaware Technical and Community College, but were not carried on that institution's rolls. During the year under survey no training was carried on at the Skill Center which is now operated by the public school system. Delaware Opportunities Industrialization Center, enrolled 538 men and women and trained all of them. This agency, too, prides itself on the motivation of the enrollees who turn to it for help, and the retention rate of its trainees. Most of the training it provided in FY 1971 was in office occupations but it is now endeavorin to add training in the construction trades, auto mechanics, air conditioning /refrigeration and small appliance repair. OIC is also attempting to enroll youth of 17. WIN and NYC II also had training programs, the latter getting a late start since it was phasing out NYC I. The NYC II program is located in the YMCA which is its sponsor. Most of the enrollees are girls of age 16, and most of them have children. Of the 30 who were served during FY 1971 (not all went into skill training) ten were heads of households. WIN and NYC II both felt they could provide training for more enrollees were more slots available. WIN felt that the inadequacy of child care facilities hampered many mothers from enrolling. There was no CEP. Enrollments for each of these programs are displayed in Table A.

A small NAB/JOBS program had mild success but was stopped midway, and the remaining contract funds returned to the Department of Labor. Through a consortium eight trainees were hired, but resistance to employing more, since older workers were being laid off by the same firms, called a halt to the project. A NAB/JOBS program has since been started again.

Table A

NUMBER OF STUDENTS ENROLLED IN SKILL TRAINING IN PUBLIC INSTITUTIONS AND FEDERAL PROGRAMS

WILMINGTON

Institution/Agency	Number Enrolled from City	Number from City in Skill Training
Wilmington Public Schools	3,352	2,233
Delcastle Technical School	258	258
Delaware Technical & Community College	1,370	314 (1)
MDTA	478	355
WIN	470	50
NYC II	60	28
OIC	539	539
MDTA-OJT	45	45
JOP (2)	8	8
NAB-JOBS	8	8
Delcastle Technical School Adult	1,378	556

Note: A total of forty-two persons enrolled in WIN and NYC II received their training at OIC and have been included in the totals of both.

(1) Full time enrollees only. Course enrollments not available for students in part time career education.

(2) Program started May, 1971; supplanted MDTA-OJT which had about 45 enrollees - training data not available.

Occupational Offerings

The high schools enrolled 2,233 in 17 programs, but four courses in office occupations accounted for 1,692 or 70 percent: accounting/computing, filing/office machines, stenography/secretary, and typing. Forty percent of the enrollees were in stenography/secretarial. At Delcastle Technical School, 996 students were enrolled in 23 separate programs. The majority of the offerings were in trades and industry. Cosmetology enrolled the largest single group, 109, and metal occupations enrolled 96. Four construction skills -- electricity, carpentry, masonry, plumbing and pipefitting -- accounted for 214, slightly more than 21 percent of the career students, and health occupations attracted 107.

About 15 regular programs were offered to 784 career students by Delaware Technical and Community College, which included a group of 167 in "Pre-Technical" and "Specialized Occupations" without any breakdown. Of the rest, 291 were enrolled in office occupations. An unusually small number were training in the health field, 19 as dental assistants.

Federal manpower trainees accounted for 20 percent of the enrollees in Wilmington's occupational programs, and the four agencies provided training in

32 of the 52 offerings available. OIC accounted for more than half the enrollments and trained 484 of its 539 students in office skills. In the other programs, office skills, trade and industry and health attracted the majority of enrollees. Table 4A, shows the distribution of enrollments by level and area.

Selected Services

As is shown in Table 5, job development and placement was the only one of the nine ancillary services deemed helpful in furthering a student's progress that was provided by all institutions and agencies. WIN alone furnished all services, and OIC all but English as a Second Language. This service seemed the least essential since only the public schools and the college offered it as part of the program and WIN only on a referral basis. Counseling, health care, and adult basic and remedial education were offered by eight of the nine institutions and agencies. The college had one counselor for every hundred students, but the schools only one for every 800 pupils. All other services were given by at least seven. The secondary schools, in particular, had a strong health care program, continuing a custom established many years ago, and was one of the few school systems in the entire survey that provided day care for children. Delcastle Technical School, in addition provided free lunch for the disadvantaged, and when necessary referred students to a mental hygiene clinic.

Characteristics of Students

Less than half of the secondary students in Wilmington were white (45.3 percent). At Delcastle Technical School, however, 70 percent of the students were white, and at Delaware Technical and Community College, 80 percent. Only three percent of those in the adult program were Black. At all institutions a few students were of Spanish surname. By contrast, the Federal manpower registered by black majorities from 78 percent in WIN to 97 percent in CIC. Between ten and fifteen percent of MDTA enrollees were veterans.

Delcaste Technical School and Delaware Technical and Community College enrolled a majority of male students, but the high schools along with the Federal Manpower programs had female majorities ranging from 54 to 90 percent. The majority of college students were single and 80 percent worked part time.

III. Overlap, Duplications and Gaps

Of the 5,037 individuals enrolled in occupational training in Wilmington approximately 2,206,or 43.7 percent, were in 16 programs that were offered by more than one institution or agency. In four of these, Federal manpower agencies registered five or fewer students each. Five others were offered at both the secondary school and college level, indicating perhaps that different skill levels were being taught. A number of manpower program enrollees were receiving training at Delaware Technical and Community College but were not carried as regular students on the college rolls.

Of the total of 52 programs, 16 were offered only by the secondary schools, 9 only by Delaware Technical and Community College, and 11 only through Federal Manpower agencies. In view of the economic slowdown, the large enrollments in accounting, office machines, cosmetology and auto mechanics might cause some duplication concern, but the traditional nature of Wilmington's business also might well absorb qualified trainees when the situation improves. In fact, typing, which accounted for the largest single overlap in any occupation, is listed as a shortage occupation.

Table 7 in the Appendix displays all the offerings where there was any overlap. Reference to Table 4 will show where the overlap occurred.

Programs Compared with the Local Labor Market

Despite the slowdown in the economy no official estimate of surplus workers in any given area was available. However, a substantial number, 2,028, representing 40.2 percent of occupational students in Wilmington, were being trained in six areas where there is a definite demand for workers: architecture, sales, health occupations, police science, stenography and typing. Official sources indicate that there will be greater demand for persons skilled in these areas in the future. (See Table B2. Table B1 which is used to denote occupations which have a surplus of workers is not included in this analysis.)

TABLE B-2

NUMBER AND PERCENT OF STUDENTS ENROLLED IN TRAINING FOR OCCUPATIONS FOR WHICH THERE IS A SHORTAGE OF WORKERS

WILMINGTON

Skill Training Programs	Number of Students Enrolled	Percent of Total Number of Students Enrolled in All Skill Training Programs
Architecture	44	.87
Salespeople	173	3.4
Health Occupations	204	4.0
Police Science	56	1.1
Stenography	964	19.1
Typing	587	11.6
Total	2,028	40.2

Of these six programs, only the health occupations were available at all levels. Typing was offered at the high schools and through Federal manpower programs, sales and stenography only by the high schools, police science only at the college, and architecture at Delcastle Technical High School and at the college.

Programs Compared with Population Groups

The Wilmington public schools enrolled 2,333 students in vocational programs. If we add the 258 at Delcastle Technical School and 28 who were NYC II trainees, we find that 2,619, or 60 percent of the age group, 16-18, were in occupational training.

Post secondary and Federal manpower programs enrolled 1,258 individuals in full time career training, or 5.5 percent of the population segment that was between 19 and 44 years of age. The number increases to 1,875, or slightly under 9 percent if we add those who were training on-the-job and enrolled in adult vocational education. In the 16 to 18 age group, 62.8 percent of the Blacks were enrolled in skill training with 57.5 of the whites enrolled. The ratio of males to females in this age group was about even.

In the 19 to 44 age group, a larger proportion of Blacks were enrolled than whites, 8.8 percent against 2.4 percent. There were more females (6.2 percent) than males (4.6 percent) enrolled.

TABLE C

COMPARISON OF POPULATION GROUPS IN CITY WITH NUMBERS OF THESE GROUPS IN SKILL TRAINING

WILMINGTON

Population Group Age	 Race/Sex	Total Number in City	Number of Students Enrolled in Skill Programs	Percent Enrolled
16 to 18				
	Total	4,198	2,519	60.0
	White	2,070	1,192	57.5
	Black	2,110	1,327	62.8
	Male	2,015	1,211	60.0
	Female	2,183	1,308	59.9
19 to 44				
	Total	22,694	1,258	5.5
	White	11,482	283	2.4
	Black	11,063	975	8.8
	Male	10,407	488	4.6
	Female	12,287	770	6.2

Note: In each age group the total of Blacks and whites may be somewhat less than the grand total. This difference represents the number of persons of other races, i.e. American Indian, Oriental, residing in the city. Totals of whites include persons of Spanish surname.

IV. Management, Administration, and Coordination

By and large, administrators stressed the inadequacy of their programs as being too limited in scope and funds to reach the greater numbers of persons who were in need of assistance. For example, NYC II in Wilmington was allotted only 40 slots, whereas it was estimated that during FY 1971 there were as many as 3,500 school dropouts in the population, the majority of them in the disadvantaged group. School authorities emphasized the need for modifying the secondary instructional curriculum as it pertained to job preparation and labor market needs, and felt that orientation to the world of work should be an integral part of the school schedule.

Despite the inability to provide training for larger numbers, Federal manpower program administrators urged that more information should be disseminated regarding manpower programs that were in existence. There appeared little concern that the present decline in labor market needs would not improve, and the emphasis of concern was that more people be prepared now to enter the labor market when conditions improve.

Since the city was relatively small, program administrators seemed to know and communicate with each other more effectively. The CAMPS committee has been very active and most administrators were either involved or aware of their activities. Many administrators, especially at the community college, expressed the need to coordinate programs over a much larger area than most cities. Since Wilmington is a small city, it's economy is closely related to the suburban and outlying areas of the state. There are currently a number of efforts on the state level to achieve closer coordination and articulation of programs. Many of these efforts are through professional organizations such as the Delaware Vocational Association and the State Personnel and Guidance Association.

V. Summary.

Duplication does not seem to be a major problem in Wilmington. While there are overlaps in program offerings between different institutions, these often serve different population groups and are in occupations for which there is a current demand for workers. There was a concern, particularly in the public schools and the Federal manpower programs, that additional opportunities be provided for skill training. There was also concern that additional efforts needed to be made to adequately serve the disadvantaged in the public schools as well as those out-of-school.

The Opportunities Industrialization Center provided a large part of the training available for out-of-school disadvantaged individuals and was most anxious to do even more. Since they are a private, community based group, they seem to have less difficulty in designing programs for local needs than most Federal programs.

Table 1

Wilmington

TOTAL NUMBER OF STUDENTS ENROLLED AND TOTAL NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL TRAINING IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS

INSTITUTION/AGENCY	TOTAL ENROLLED	NUMBER ENROLLED FROM CITY	NUMBER IN (1) OCCUPATIONAL TRAINING	NUMBER FROM CITY IN OCCUPATIONAL TRAINING
Wilmington Public Schools	3,352	3,352	2,233	2,233
Delcastle Technical School-Secondary	1,219	258	996	258
Delaware Technical and Community College	3,425	1,370	784 (2)	314 (2)
Manpower Development and Training Act	562	478	409	355
Work Incentive Program	470	470	50	50
Neighborhood Youth Corps II	60	60	28	28
Opportunities Industrial Center	539	539	539	539
Manpower Development and Training Act-On-The-Job Training	50	45	50	45
Jobs Optional Program (3)	9	8	9	8
National Alliance of Businessmen-Job Opportunities in the Business Sector	8	8	8	8
Delcastle Technical School - Adult	1,378	668	1,146	556

(1) There were forty-six persons in the WIN program who were trained by other Department of Labor programs. These persons were included in the totals of both enrolling and training agencies.

(2) Full time enrollees only. Ninety percent of the students were in occupational training. Course enrollments not available for 2,298 students in part time career education, which included 919 from Wilmington.

(3) Program started May, 1971; supplanted MDTA-OJT which had about 50 enrollees - training data not available.

Table 2

Wilmington

OCCUPATIONAL OFFERINGS IN PUBLIC INSTITUTIONS BY TYPE AND ENROLLMENT

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Wilmington Public Schools	
Home Economics, Gainful	64
Distributive Education	173
Health Occupations	10
Accounting and Computing	135
Filing and Office Machines	281
Stenography and Secretarial	964
Typing	312
Appliance Repair	34
Automobile Mechanic	35
Automation	10
Carpentry	28
Electrical Occupations	12
Metal Working	47
Cosmetology	60
Other	25
Barber	43
TOTAL	2,233
Delcastle Technical School	
Child Care and Guidance	40
Air Conditioning	39
Automobile Body	35
Automobile Mechanic	73
Cosmetology	109
Carpentry	57
Commercial Art	50
Masonry	22
Plumbing and Pipefitting	61
Printing/Graphic Arts	33
Stationary Engineering	9
Health Occupations	24
Dental Assistant	26
Medical Laboratory Assistant	24
Practical Nurse	33
Electronics	27
Electricity	74
Metal Occupations	96
Library Aide	9
Aeronautics	12
Architecture	32
Chemical Laboratory Technician	22
Quantity Food Occupations	34
Other	55
TOTAL	996

Table 2
(Continued)

Wilmington

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED
Delaware Technical and Community College - Northern Branch	
Accounting	85
Data Processing	75
Marketing/Management	65
Secretarial	50
Architectural	12
Chemistry Laboratory	19
Electronics	90
Drafting	60
Industrial	20
Mechanical	35
Dental Assistant	19
Police Science	56
Fire Science	15
Specialized Occupations	34
Keypunch Operator	16
Pre-Technical	133
TOTAL	784 (1)

(1) Full time students only. An additional 2,298 were enrolled in career education part-time; course enrollments not available.

Table 3

Wilmington

OCCUPATIONAL OFFERINGS IN FEDERAL MANPOWER OR EDUCATIONAL PROGRAMS: BY TYPE, ENROLLMENT, AND AGENCY PROVIDING TRAINING

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED	AGENCY PROVIDING TRAINING
Manpower Development and Training Act		
Child Day Care	39	Delaware Tech. & Community College
Carpenter	43	Delaware Tech. & Community College
Welder	56	Delaware Tech. & Community College
Clerical Cluster	78	Delaware Tech. & Community College
Automobile Mechanic	38	Delaware Tech. & Community College
Automobile Body	35	Delaware Tech. & Community College
Home Attendant	20	Delaware Tech. & Community College
Nurse's Aide Orderly	56	Delaware Tech. & Community College
Various (Less than one class)	44	Various Private Schools
TOTAL	409	
Work Incentive Program		
Nurse's Aide	10	Opportunities Industrial Center, MDTA
Social Service Aide	1	Delaware Tech. & Community College
Teacher's Aide	1	Delaware Tech. & Community College
Clerk Typist	13	MDTA
Clerk Typist	4	Delaware Tech. & Community College
Clerk Typist	8	OIC
Keypunch	3	OIC
Secretary	1	OIC
Secretary	1	Delaware Tech. & Community College
Chemical Laboratory Assistant	5	OIC
Cosmetology	3	Academy Beauty School
TOTAL	50	

Table 3
(Continued)

Wilmington

OCCUPATIONAL OFFERINGS	NUMBER OF STUDENTS ENROLLED	AGENCY PROVIDING TRAINING
	Neighborhood Youth Corps II	
Clerical Aide	15	Delaware OIC
Library Aide	5	Public Schools
Teacher's Aide	3	Public Schools
Building Maintenance	2	Hospital
Automobile Mechanic	1	Skills Center
Nurse's Aide	2	Hospital
TOTAL	28	
	Opportunities Industrial Center	
Chemical Laboratory Assistant	30	OIC
Keypunch	50	OIC
PBX	25	OIC
Filing	150	OIC
Clerk Typist	250	OIC
Duplicating Machines	34	OIC
TOTAL	539	

Table 4

Wilmington

SUMMARY OF OCCUPATIONAL OFFERINGS AND NUMBER OF STUDENTS SERVED BY SECONDARY, POSTSECONDARY, AND DEPARTMENT OF LABOR PROGRAMS

OCCUPATIONAL OFFERINGS	TOTAL	HIGH SCHOOL	POSTSECONDARY	DEPARTMENT OF LABOR
Distributive Education	173	173		
Marketing Management	65		65	
Dental Assistant	45	26	19	
Health Occupations	34	34		
Medical Laboratory Assistant	24	24		
Practical Nurse	33	33		
Nurse's Aide	12			12
Nurse's Aide Orderly	56			56
Child Care and Guidance	79	40		39
Consumer and Home Making	64	64		
Food Services	34	34		
Home Attendant	20			20
Teacher's Aide	4			4
Accounting	220	135	85	
Filing	150			150
Clerical	82			82
Keypunch	66		16	50
Office Machines	315	281		34
Library Aide	14	9		5
Secreterial	51		50	1
Telephone Operator	25			25
Stenographer	964	964		
Typing	562	312		250
Data Processing	75		75	
Architecture	44	32	12	
Chemical Laboratory Assistant	71	22	19	30
Fire Science	15		15	
Police Science	56		56	
Pre-Technical	133		133	
Air Conditioning	39	39		
Appliance Repair	34	34		
Automobile Body	70	35		35
Automobile Mechanics	146	108		38
Automotive Technician	10	10		
Barber	43	43		
Carpentry	128	85		43
Building Maintanance	2			2
Commercial Art	50	50		
Cosmetology	172	169		3
Drafting	60		60	
Electrical Occupations	86	86		
Electronics	117	27	90	
Industrial Trades	20		20	
Aeronautics	12	12		

Table 4
(continued)

Wilmington

OCCUPATIONAL OFFERINGS	TOTAL	HIGH SCHOOL	POSTSECONDARY	DEPARTMENT OF LABOR
Masonry	57	22	35	
Metal Occupations	143	143		
Plumbing and Pipefitting	61	61		
Printing/Graphic Arts	33	33		
Social Service Aide	1			1
Stationary Engineering	9	9		
Welding	56			56
Specialized Occupations	34		34	
Various (Less than class)	44			44
Other	80	80		
TOTAL	4,993	3,229	784	980*

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* There were 46 Department of Labor enrollees who were enrolled by one agency and trained by another agency. While these were reported by both agencies in Table 3's in order to avoid a duplicated count, they were included only once here.

Table 4A

Wilmington

DISTRIBUTION OF OCCUPATIONAL ENROLLMENTS BY LEVEL AND AREA

AREA	LEVEL		
	SECONDARY	POSTSECONDARY	DEPARTMENT OF LABOR
Distributive Education	5.4%	8.3%	--%
Health	3.6	2.4	6.9
Home Economics(Gainful)	4.2	--	6.4
Business and Office	52.7	28.8	60.9
Technical Education	1.7	30.0	3.1
Trade and Industry	29.9	30.5	22.7
Other	2.5	--	--
TOTAL	100.0%	100.0%	100.0%

CITY Wilmington

TABLE 5

SUMMARY OF SELECTED SERVICES AVAILABLE BY PROGRAM

AGENCY/INSTITUTION	VOCATIONAL GUIDANCE	COUNSELING	ADULT BASIC EDUCATION AND REMEDIAL EDUCATION	ENGLISH AS A SECOND LANGUAGE	LEGAL AID	CHILD DAY CARE	TRANSPORTATION	HEALTH SERVICES	JOB DEVELOPMENT AND PLACEMENT
Wilmington Public Schools		I	I	I		I	I	I	I
Delcastle Vocational Technical High School	I	I	I		X	X	I	I	I
Delaware Technical & Community College	I	I	I	I	X			X	I
MDTA - Institutional			I		X	I	I	I	I
WIN	I	I	X	X	X	X	I	I	I
NYC II	I	I	I		X	X	I	I	I
OIC	I	I	I	*	X	X	I	I	I
MDTA-OJT	X	X							I
NAB-JOBS (1)	I	I	I		X	X	I	I	I

I = Provided by Program
X = Available by Referral

* Insufficient Information

Table 6

Wilmington

PROGRAM ENROLLMENTS BY OFFERING AGENCY AND POPULATION GROUPS SERVED

INSTITUTION/AGENCY	TOTAL	BLACK	WHITE	SPANISH SURNAME	OTHER
Wilmington Public Schools	100%	53.3%	45.3%	1.4%	
Male	46				
Female	54				
Delcastle Technical School(1)	100	10%	88.4	1.5	0.1
Male	68				
Female	32				
Delaware Technical and Community College	100	20.4	76.3	1.2	2.1
Male	77				
Female	23				
Manpower Development and Training Act - Institutional	100	90	10		
Male	10				
Female	90				
Work Incentive Program	100	78	16	6	
Male	15				
Female	85				
Neighborhood Youth Corps II	100	88.3	6.6	5.1	
Male	34				
Female	66				
Opportunities Industrial Center	100	97	3		
Male	38				
Female	62				
Jobs Optional Program - On-The-Job Training	100	11	89		
Male	Not Available				
Female	Not Available				
National Alliance of Businessmen - Job Opportunities in the Business Sector	100	75	22	3	
Male	50				
Female	50				
Delcastle Technical School - Adult Program	100	3	97		
Male	95				
Female	5				

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(1) Based on students from Wilmington. Black students comprise 9.9% of entire student body.

Table 7

Wilmington

NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY

OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY	NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY	PERCENTAGE OF TOTAL NUMBER OF STUDENTS ENROLLED IN ALL OCCUPATIONAL PROGRAMS
Dental Assistant	45	0.8%
Child Care and Guidance	79	1.5
Accounting	235	4.6
Keypunch Operator	69	1.3
Office Machines	315	6.2
Library Aide	14	0.2
Secretarial	51	1.0
Typing	587	11.6
Architecture	44	0.8
Chemical Laboratory	76	1.5
Automobile Body	70	1.4
Automobile Mechanics	147	2.9
Carpentry	128	2.5
Cosmetology	172	3.4
Electronics	117	2.3
Masonry	57	1.1
TOTAL	2,206	43.7